DOCUMENT RESUME

ED 084 765 EC 060 698

TITLE	Physical Facilities: A Selected Bibliography, Exceptional Child Bibliography Series No. 634.
INSTITUTION	Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Nov 73
NOTE	27p.
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Exceptional Child Education; *Handicapped Children; *Physical Facilities

ABSTRACT

The selected bibliography of physical facilities for handicapped children contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to the user, current applicability, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and how to order Exceptional Child Education Abstracts (an order blank is provided) in which the abstracts are originally published. Additionally given are a list of indexing terms searched to compile the bibliography and a list of journals from which articles were abstracted for the bibliography. Publication date of documents abstracted ranged from 1961 through 1972. (MC)

FILMED FROM BEST AVAILABLE COPY

ED 084765

PHYSICAL FACILITIES

A Selective Bibliography

November, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 634

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 698

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make check payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to Exceptional Child Education Abstracts.

Back Volumes Available:
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

_____ Institutional Subscriptions Vol. IV (4 issues)–$50
_____ Supplementary Subscriptions *(will be shipped to address below)*–$25 each
_____ Back Volumes for Institutions–$40 each
_____ Eligible for individual subscriptions–$35 each
_____ Back Volumes for individual subscribers–$35 each
_____ Eligible for individual CEC member rate–$25 each
_____ Back Volumes for CEC members–$25 each

☐ Check enclosed ☐ Please bill me ☐ My P.O. No. is _____
☐ I want information on ECEA and other CEC publications

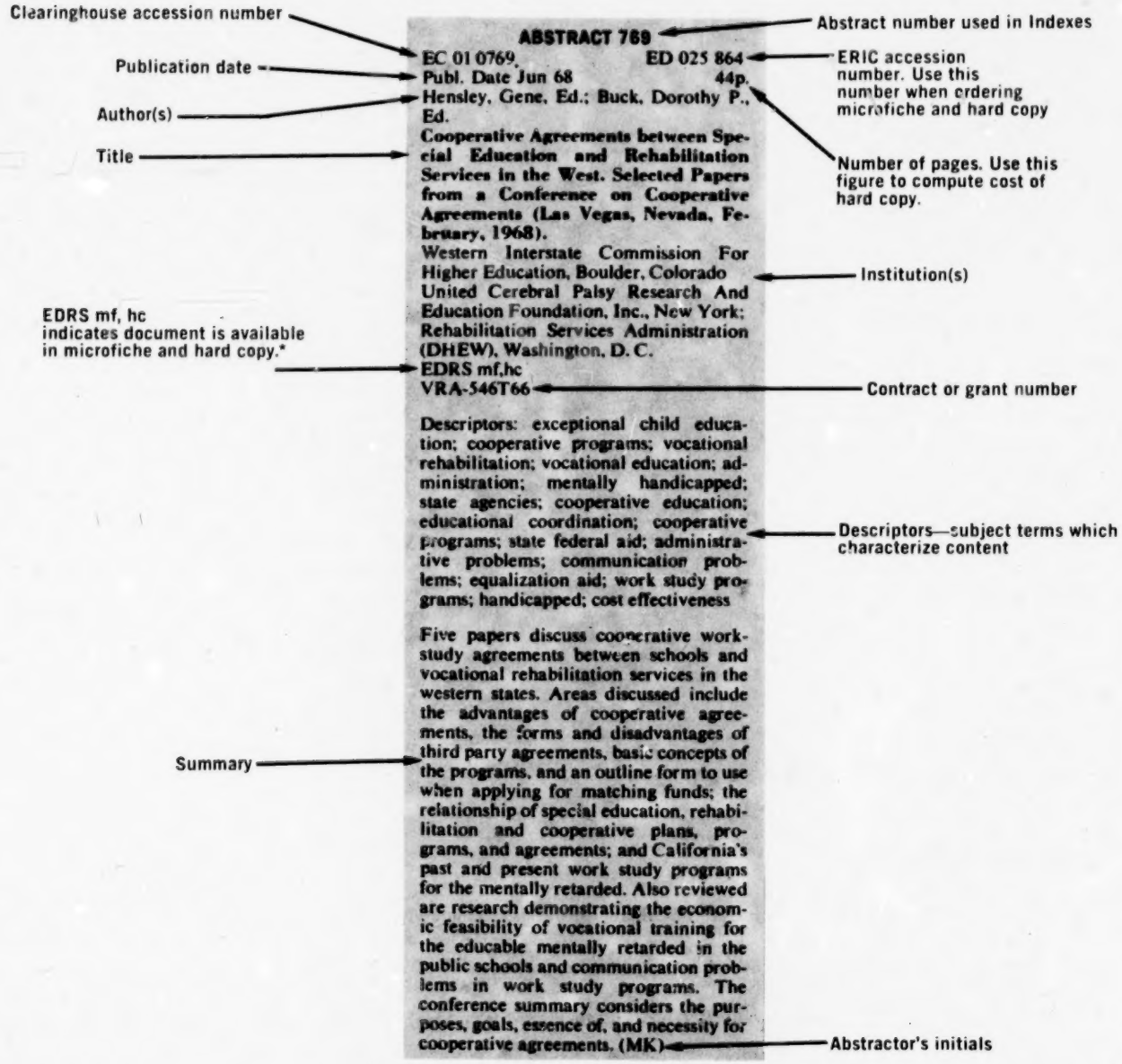
Institution _____

Name _____

Address _____

_____
City State Zip

Sample Abstract Entry


Clearinghouse accession number
ABSTRACT 789
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Physical Facilities* from the Center's computer file of abstracts are listed alphabetically:

Acoustical Environment
Acoustics
Architects
Architectural Barriers
Architectural Programing
Architecture
Building Design
Building Equipment
Building Materials
Building Plans
Ceilings
Classroom Arrangement
Classroom Design
Classrooms
Climate Control
College Buildings
Color Planning
Construction Needs
Construction (Process)
Design Needs
Educational Equipment
Educational Facilities
Educational Specifications
Facilities
Facility Guidelines
Fire Protection
Flexible Facilities
Flooring
Furniture
Furniture Design
Glare
Heating
Illumination Levels
Interior Design
Interior Space
Lighting
Mobile Classrooms
Movable Partitions
Offices (Facilities)
Physical Environment
Physical Facilities
Recreational Facilities
Residential Facilities
Residential Centers
Sanitary Facilities
School Buildings
School Construction
School Design
School Planning
Schools
Self Contained Classrooms
Sheltered Workshops
Site Development
Site Selection
Space Dividers
Space Utilization
Structural Building Systems
Studio Floor Plans
Windowless Rooms

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Audiovisual Instruction, National Education Association, Department of Audiovisual Instruction, 1201 16th Street, N.W., Washington, D.C. 20036
Education and Training of the Mentally Retarded, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, Pa. 19103
Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091
Focus on Exceptional Children, Love Publishing Company, 6635 East Villanova Place, Denver, Colo. 80222
Mental Retardation, 49 Sheridan Avenue, Albany, New York 12210
New Outlook for the Blind, 15 West 16th Street, New York, N.Y. 10011
Special Education, 12 Park Crescent, London, WIN 4EQ, England
TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 20170

EC 02 0170 ED 031 838
Publ. Date 69 71p.
The IHF Plan: The Individual with Cerebral Palsy and His Family.
United Cerebral Palsy Association, Inc., New York, New York
EDRS mf,hc

Descriptors: exceptional child services; physically handicapped; program planning; cerebral palsy; prevention; demonstration programs; program costs; committees; learning disabilities; followup studies; architecture; transportation; rural areas; professional training; agency role; legislation; professional education; public relations; research needs; cooperative programs

Background information, principles of service, and priorities for action preface a five year plan of operation to provide services for the cerebral palsied. Rationales, objective methods, timetables, financing, and programs are discussed for the following priorities: prevention and early care; comprehensive services for teenagers and adults; children with learning disabilities; information, referral, and followup services; architecture and technological aids; transportation; and service in rural and less populated areas; priorities of implementation which includes consultation and evaluation, influencing legislation, professional education, public information, demonstration projects, action research, and cooperative programing. A financing summary and a policy statement are presented. (RJ)

ABSTRACT 20480

EC 02 0480 ED N.A.
Publ. Date (68) 24p.
Realistic Educational Planning for Children with Cerebral Palsy; Psychological Evaluation.
United Cerebral Palsy Associations, Inc., New New, New York
EDRS not available
United Cerebral Palsy Associations, Inc., 66 East 34th Street, New York, New York 10016 ($0.25).

Descriptors: exceptional child services; physically handicapped; tests; cerebral palsy; psychologists; standardized tests; psychological evaluation; psychological testing; test interpretation; testing; testing problems

Intended for psychologists working with the cerebral palsied, the manual discusses the role of psychological evaluation, qualifications of psycholgists, and arrangements for testing. The place of standardized tests in examining young children, and adolescents and adults with cerebral palsy is considered, as are the use of supplementary tests with children and the measurement of emotional and social maturity. Flexibility in using standardized tests is explained; also explained are the evaluation of the examination, interpretation of test results, and special problems with untestable individuals. (LE)

ABSTRACT 20829

EC 02 0829 ED 032 696
Publ. Date 69 67p.
Gordon, Ronnie
The Design of a Pre-School Learning Laboratory in a Rehabilitation Center.

Institute of Rehabilitation Medicine, New York University, New York, Medical Center
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; classroom design; instructional materials; classroom furniture; offices (facilities); facility requirements; physical design needs; furniture design; special health problems; physical facilities; space utilization; preschool children; design needs; educational facilities

A developmental setting for multi-handicapped preschool children and the physical layout of the classroom are described. Photographs and drawings of specially designed educational equipment, such as a shallow sand and water table adapted for wheelchair-bound children and an adjustable easel that allows armless children to paint with their feet, show the use of the materials and their design construction. Commentary is included which describes the function and purpose of each learning material along with the history of the school, its medical setting, and the educational philosophy of the program. (WW)

ABSTRACT 20939

EC 02 0939 ED 032 664
Publ. Date Jan 68 57p.
Housing for the Physically Impaired; a Guide for Planning and Design.
Department of Housing and Urban Development, Washington, D. C., Housing Assistance Administration
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.45).

Descriptors: exceptional child services; physically handicapped; low rent housing; architectural programing; design needs; building design; federal aid; incidence; site selection; parking areas; landscaping; doors; corridors; sanitary facilities; equipment storage; food handling facilities; climate control; lighting; telephone communication systems; community rooms; safety equipment; older adults; United States Housing Act of 1937

Problems involved in providing homes for independent living for the physically handicapped, health impaired, or older adults are considered. Basic concepts of low rent housing preface a discussion of neighborhoods and site selection, access, ramps, pedestrian walks, parking, landscaping, and lighting. Guides for building design focus on entrances, corridors, stairs, elevators, incinerator chutes, laundry facilities, general storage, and mailboxes. Specifications are suggested for living units including the living room, kitchen, bedroom, bathroom, and storage area; the design of windows, doors, hallways, floors, lighting and heating units, and custodial quarters, and the provision of telephones, televisions, an emergency signal system, and hot water are also treated. Recommendations are made for the following community areas: lounge, recreation room, kitchen, craft area, library, health clinic, washrooms, public telephones, drinking fountains, vending machines, and other areas. A bibliography lists 41 references. (RJ)

ABSTRACT 21288

EC 02 1288 ED 027 721
Publ. Date 68 5p.
Design Criteria for Public School Plants Accommodating the Physically Disabled.
Missouri State Department of Education, Jefferson City, School Building Services
EDRS mf,hc

Descriptors: exceptional child education; architectural programing; building design; construction needs; criteria; design needs; facility guidelines; physical design needs; physically handicapped; school planning; school buildings

Criteria are presented for implementation in the design and construction of school buildings and facilities in order to obviate hazards to individuals with physical disabilities. Accommodations for the physically handicapped are considered for the following: public walks, parking lots, ramps with gradients and handrails, entrances, elevators or ramps for multiple story buildings, doors and doorways, stairs and handrails, toilet rooms and facilities, water fountains, and floors. (FS)

ABSTRACT 21335

EC 02 1335 ED 028 617
Publ. Date 66 217p.
Educational Facilities for the Visually Handicapped.
California University, Berkeley, Department of Architecture
EDRS mf,hc

Descriptors: exceptional child education; architecture; design needs; educational facilities; educational specifications; equipment; facility requirements; individual needs; mobility; multiply handicapped; perception; social environment; space orientation; student attitudes; therapeutic environment; visually handicapped

A brief description of the work process, and the results of the study by eighteen

third year students in the Department of Architecture, University of California, Berkeley, is presented. The problem, process, and organizational procedure of the study are included. Additional information includes: research phase, requirements, interactions, decomposition and structuring, form solutions and diagramming, final form solutions, and summary. The importance of architectural form and organization to the blind child is emphasized. The degree and nature of separation of groups and of individual blind children is noted to play an important part in effective teaching and therapy. Information in these areas and many others is accumulated and synthesized into an architectural reflection of the factors needed to develop the multiply handicapped blind child to his fullest mental and physical potential. (RK)

ABSTRACT 21396

EC 02 1396 ED N.A.
Publ. Date Sep 69 4p.
Fox, Joshua
Breaking Communication Barriers.
EDRS not available
Special Education: V58 N3 P23-6 Sep 1969

Descriptors: exceptional child education; cerebral palsy; communication (thought transfer); information sources; instructional materials; typewriting; educational equipment; individual needs

The various communication aids now available for the cerebral palsied are described including indicators, typewriter aids, expanded keyboard typewriters, and possum-controlled typewriters. Also discussed are training in the use of aids, future aids now under development, and possibilities for financial assistance for the purchase of aids. (RD)

ABSTRACT 21944

EC 02 1944 ED 036 923
Publ. Date Apr 69 69p.
Educational Specifications for Hope School for Exceptional Children and Youth.
Jackson County Public Schools, Marianna, Florida
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educational specifications; school design; program proposals; physical environment; physical design needs; physical facilities; school construction; space utilization; classroom design

A presentation of the Hope School's physical plant and program specifications is introduced with a listing of the specifications committee, a history of the school, the needs of the children served, and a philosophy of teaching mentally handicapped children. Areas discussed are school-wide specifications, the administrative complex, the diagnostic room, layout for the primary developmental classroom, a learning environment complex, and a training readiness workshop. Additional considerations are for custodial storage space, school lunch services, the site plan, space requirements, space relationship diagrams, and an overall evaluation of the proposal. A glossary of terms and a bibliography are provided. (JM)

ABSTRACT 21962

EC 02 1962 ED 036 941
Publ. Date (69) 22p.
An Adaptive Playground for Physically Disabled Children with Perceptual Deficits; The Magruder Environmental Therapy Complex.
Orange County Board of Public Instruction, Orlando, Florida
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; perceptual motor coordination; playgrounds; recreational facilities; preschool children; design needs; motor development; environmental criteria; physical facilities

Designed as a specialized play area for physically handicapped preschool children with perceptual deficits, the Magruder Environmental Therapy Complex (ETC) is described as a means to create an environment in which these children could function freely. Pictures are used to show children using the equipment and the architectural aspects of construction. A brief summary, the problem defined, the goal of ETC, the basic perceptual motor experiences of ETC, principle features of ETC and physical problems, testing plans designed to evaluate the effects of ETC, and early observations by teachers, therapists and aides indicating the benefits of the free, unstructured play area are detailed. (WW)

ABSTRACT 21964

EC 02 1964 ED 036 943
Publ. Date (68) 87p.
Planning a Special Education Building for Chester County, Pennsylvania.
Chester County Schools, West Chester, Pennsylvania
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
BR-66-2125

Descriptors: exceptional child education; handicapped children; program improvement; educational facilities; county school systems; student placement; mentally handicapped; learning disabilities; emotionally disturbed; physically handicapped; visually handicapped; aurally handicapped; student transportation; program planning; community; educational equipment; personnel; architectural programing; school design; Chester County (Pennsylvania)

Chester County (Pennsylvania) is described in terms of its demography and its school system; its special education program is also reviewed. Placement and program organization are outlined for the trainable mentally retarded, brain injured, socially and emotionally disturbed, and physically, visually, or auditorially handicapped. The need for program improvement is explained, including the need for facilities, equipment, staff, and transporation. The planning process and conclusions are discussed as are 14 recommendations for the design of a county special education facility. Nine consultants' opinions are presented concerning a central facility as opposed to dispersion of classes; 10 consultants' reports are appended. An additional flier provides the architectural plans. (JD)

ABSTRACT 22018

EC 02 2018 ED 036 031
Publ. Date 67 15p.
Smaltz, Janet M.
Guides to Special Education in North Dakota. VII, Individual Instruction Programs for Children Who Are Homebound or Hospitalized (Including Supplementary Instruction).
North Dakota State Department of Public Instruction, Bismarck
EDRS mf,hc
Director of Special Education, North Dakota State Department of Public Instruction, Capitol Building, Bismarck, North Dakota 58501.

Descriptors: exceptional child education; homebound children; hospitalized children; home instruction; state programs; homebound teachers; individual instruction; parent teacher cooperation; administrator responsibility; educatienal equipment; teacher responsibility; admission criteria; North Dakota

Information on individual instruction for children who are homebound or hospitalized and in need of supplementary programs is defined as applied in North Dakota. The organization of the program, eligibility of pupils served, referral procedures, the responsibility of the local school administrator, the responsibility of the department of public instruction, qualifications and responsibilities of the teacher, special equipment requirements, and parent cooperation are discussed. Also treated is the status of a child on approved home study programs and an essay on why special education programs are needed. (WW)

ABSTRACT 22027

EC 02 2027 ED 036 040
Publ. Date Dec 67 26p.
Yuker, Harold E.; Feldman, Martin A.
The Modification of Educational Equipment and Curricula for Maximum Utilization by Physically Disabled Students. Final Report.
Human Resources Center, Albertson, New York
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-2644
BR-5-0410-4-11-3

Descriptors: exceptional child research; physically handicapped; educational research; educational needs; curriculum development; personnel selection; program evaluation; transportation; school design; educational equipment; research reviews (publications); educational programs

To provide information on educational modifications for physically disabled chil-

dren, a review of over 800 documents was evaluated, extensive interviews were conducted, and correspondence was gathered. The information was compiled and evaluated by the Human Resources Center and presented in five monographs dealing with school design, educational equipment, transportation, staffing, and curriculum and instructional techniques for physically disabled students. Each discussion presents problems and suggests solutions. The conclusions of the total project were that dissemination of this collated information can result in better educational techniques; there is much creative thinking currently, but lack of communication hampers adoption of new techniques; and more surveys of information are needed concerning individual exceptionalities. Summaries of the monographs are provided. (JM)

ABSTRACT 22031

EC 02 2031 ED 036 044
Publ. Date 69 28p.
New Architecture for Mental Health; New York State Health and Mental Hygiene Facilities Improvement Corporation--Report to the Governor, 1969.
New York State Health and Mental Hygiene Facilities Improvement Corporation, Albany
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; drug addiction; construction programs; rehabilitation centers; health facilities; building design; facility improvement; mental illness; state schools; New York

The accomplishments of The Health and Mental Hygiene Facilities Improvement Corporation during the past years in creating needed hospitals and health centers for the mentally disabled is documented. The new facilities show awareness of architectural trends and new objectives in design in order to better serve the needs of the patient. Pictures and layout of the newly or partly completed rehabilitation centers, facilities for emotionally disturbed children, and buildings for the mentally retarded show the effort to increase therapeutic options at new or redesigned facilities. A progress report on new facilities over $500,000 is given as are construction projects for the control of narcotic addiction. (WW)

ABSTRACT 22067

EC 02 2067 ED 034 377
Publ. Date Mar 69 102p.
Bednar, Michael J.; Haviland, David S.
The Role of the Physical Environment in the Education of Children with Learning Disabilities.
Rensselaer Polytechnic Institute, Troy, New York, Center for Architectural Research
Educational Facilities Labs, Inc., New York, New York
EDRS mf

Descriptors: exceptional child education; environmental influences; facility case studies; interior space; learning disabilities; light; perceptually handicapped; physical environment; psychomotor skills

Current thinking on the role of the physical environment in special education is summarized in the report. The material has been synthesized into a position that has been developed through widespread contacts with special educators and architects interested in the problem. The paper develops this position in nine topical areas: the concern, exceptionality, learning disabilities, special education, role of environment, environmental variables, environmental conceptualizations, program factors, and directions. The primary attempt has been to underscore the issues and to lay some ground-work for future efforts. (RK)

ABSTRACT 22073

EC 02 2073 ED 032 739
Publ. Date Jan 66 34p.
A Master Plan Program of Requirements for the Francis Jefferson Coates Country Campus of the Missouri School for the Blind.
Educational Research Services, Inc., White Plains, New York;
Pearce and Pearce, Inc., St. Louis, Missouri
Missouri State Department of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; building design; campus planning; educational specifications; facility case studies; facility expansion; facility guidelines; human engineering

Facility requirements are presented for the indoor and outdoor living and learning facilities and areas of the proposed Francis Jefferson Coates Country Campus of the Missouri School for the Blind in St. Louis. The requirements were developed in view of the major goals and purposes of the institution, to provide exposure to a variety of learning and recreational experiences, which are not generally available within the confines of the city school, and thus broaden the awareness of students about nature and outdoor activities in their preparation for life. Diagrammatic representations of proposed facilities and area relations are included. (FS)

ABSTRACT 22084

EC 02 2084 ED 024 249
Publ. Date 66 18p.
Making Facilities Accessible for the Physically Handicapped. Account Number 1 of the Public Acts of 1966.
Michigan State Legislature, Lansing
EDRS mf,hc

Descriptors: physically handicapped; building design; parking areas; design needs; sanitary facilities; environmental criteria

A physical handicap is defined as an impairment which affects an individual to the extent that special facilities are needed to provide for his safety. Facilities include the special design of parking lots, building approaches and entrances; stairs, ramps, doors, and multilevel floors; corridors; and rooms with sloping floors, fixed seats, or both. Other safety areas include special consideration of sanitary facilities, drinking fountains, telephones, location of switches, room identification, and installment of elevators. (LD)

ABSTRACT 22110

EC 02 2110 ED 023 265
Publ. Date Jun 67 23p.
Facilities for the Educationally Handicapped.
California State Department of Education, Sacramento, Bureau of School Planning
EDRS mf,hc

Descriptors: exceptional child services; exceptional child education; building conversion; classroom arrangement; classroom design; design needs; educationally disadvantaged; learning disabilities; physical education facilities; state aid; state standards

California state facility and program requirements for educationally handicapped pupils in California are detailed. Contained is a step by step outline of procedures to be followed for establishing such facilities as well as some background information for relating classroom size standards to three general categories of educationally handicapped. A section entitled Educational Programs and Facilities contains a discussion of legal information, enrollment projections, program objectives, and facility standards. Space diagrams and state aid forms are also included. (NI)

ABSTRACT 22188

EC 02 2188 ED 037 840
Publ. Date Apr 69 72p.
Exceptional Child Education; DeSoto County Board of Public Instruction, Arcadia, Florida.
DeSoto County Board of Public Instruction, Arcadia, Florida
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program guides; educable mentally handicapped; educational specifications; secondary education; program descriptions; facility requirements; equipment; home economics; academic education; hygiene; leisure time; horticulture; speech therapy; DeSoto County (Florida)

Educational specifications of the program for secondary educable mentally handicapped students in DeSoto County (Florida) are described. Specifications for the overall philosophy, purposes, objectives, activities, space and equipment requirements, and special considerations are provided in the following areas: academics, food preparation, clothing maintenance, home living, care of invalid and infirmed, grooming, horticulture and yard maintenance, home maintenance, leisure time activities, teacher workroom and equipment storage, and speech therapy. (RD)

ABSTRACT 22219

EC 02 2219 ED 037 871
Publ. Date Dec 69 140p.
Guidelines for Administration of an Educational Program for Physically

Handicapped Children in the Dayton-Miami Valley Region. Final Report.
Maryland University, College Park. Interprofessional Research Commission on Pupil Personnel Services
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; educational programs; program administration; program planning; regional programs; parent education; transportation; financial support; student placement; physical facilities; organization; community education; student evaluation; administrator guides; Ohio

The report discusses an Ohio regional program for the education of the deaf, blind, and physically handicapped dealing basically with solutions to organizational problems. Recommendations are made for a five county area with the following considerations and arrangements: the location and responsibility for the education of physically handicapped children in the Dayton-Miami region; the form and content of a multidistrict agreement; and management and program considerations such as financing, transportation, evaluation and placement, parent and community education and information, registry and census of handicapped children, and physical facilities. Also included are recommendations for the organizational structure of the regional office for educating handicapped children, future steps, and appendixes containing pertinent laws, agreements, and contracts. (JM)

ABSTRACT 22434

EC 02 2434 ED 034 385
Publ. Date 67 66p.
Yuker, Harold E., and Others
The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons. Educational and School Equipment for Physically Disabled Students.
Human Resources Center, Albertson, New York
EDRS mf,hc
OEG-2644 HRS-9

Descriptors: exceptional child education; physically handicapped; audiovisual aids; auditoriums; crafts rooms; dining facilities; educational equipment; educational facilities; facility requirements; furniture; gymnasiums; library facilities; mobility aids; science facilities; study facilities; wheel chairs

Special education and school equipment for handicapped students, particularly for those in wheel chairs, are outlined with suggestions for increasing the quality and effectiveness of special education instruction. Guidelines are given for the provision of an adequate learning environment for handicapped students. Special furniture and equipment is discussed including tables and desks, bookcases and storage cabinets, chalkboards, audiovisual and communication aids, and mobility and postural equipment. Equipment needs in the different physical and functional areas within the school discussed included classrooms and laboratories, cafeterias, and recreational facilities. A reference list and appendix are provided. (TG)

ABSTRACT 22435

EC 02 2435 ED 034 384
Publ. Date 67 38p.
Yuker, Harold E. and Others
Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons. The Transportation of Physically Disabled Students.
Human Resources Center, Albertson, New York
EDRS mf,hc
OEG-2644 HRS-10

Descriptors: exceptional child education; physically handicapped; transportation; administration; commuting students; driver education; educational equipment; financial support; mechanical equipment; mobility aids; motor vehicles; program costs; student transportation

Guidelines for the transporting of physically handicapped children to school are given along with the types of vehicles, selection and training of drivers, problems of traveling time, and administration and financing of a transportation service. Vehicles described and compared include standard school buses, adapted buses, vans and compact buses, taxis, automobiles, and station wagons. The qualifications, selection, duties, and responsibilities of motor vehicle drivers are outlined. A reference list and appendix is included. (TG)

ABSTRACT 23066

EC 02 3066 ED N.A.
Publ. Date 68 136p.
Gutman, Ernest M.; Gutman, Carolyn R.

Wheelchair to Independence: Architectural Barriers Eliminated.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: physically handicapped; architectural barriers; building design; wheel chairs; physical environment; interior design; campus planning; school design; home furnishings

Means of eliminating architectural barriers for wheelchair users, to help solve some problems of daily living, education, and employment, are suggested and recommended to architects and builders. Architectural obstructions in both residential and public buildings are outlined, together with solutions. The book discusses adaptations for the home (bathroom, bedroom, kitchen, dining room, floors, stairs), and various types of residences. Photographs illustrate many of the conveniences. Specifications for a made-to-order house for a wheelchair user are presented. Lists of recommended standards for public buildings and of motels with wheelchair units are included in a discussion of current building trends. A review of campus facilities at colleges and universities includes suggested specifications for structures and a list of institutions currently enrolling wheelchair students. Adaptations for public schools, hospitals, and the telephone are also suggested. (KW)

ABSTRACT 23297

EC 02 3297 ED 036 127
Publ. Date 66 15p.
Fearn, Donald
Architectural Barrier Program of the National Society for Crippled Children and Adults.
EDRS mf,hc
Speech Presented at National Research Conference On Architectural Psychology (2nd, Park City, Utah, 1966).

Descriptors: physically handicapped; architectural barriers; building design; design needs; facility guidelines; toilet facilities; public facilities

The environmental needs and problems of the physically handicapped are discussed, with particular concern for architectural barriers in present and future public buildings. Dialogue reveals the establishment of standards and constraints of which the public must become aware. Overviewed with emphasis are toilet facilities, recreational and cultural facilities. (TG)

ABSTRACT 23436

EC 02 3436 ED 041 407
Publ. Date May 67 69p.
Architectural Contributions to Effective Programing for the Mentally Retarded. Conference Report of the Architectural Institute (Denver, Colorado, May 15-16, 1967).
American Association on Mental Deficiency, Washington, D. C.;
American Institute of Architects, Washington, D. C.;
National Association for Retarded Children, New York, New York
Rehabilitation Services Administration (DHEW), Washington, D. C., Division of Mental Retardation
EDRS mf,hc
National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

Descriptors: exceptional child services; institutional facilities; architectural programing; design needs; mentally handicapped; building design; administration; architects; program planning; space utilization; residential programs; environmental influences; taxonomy; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped

Conference participants consider the role of the architect and the programer in planning and constructing facilities for the mentally handicapped. David Rosen discusses the design problems of state institutions with particular reference to the Woodbridge State School in New Jersey; Gunnar Dybwad describes the need of the programer for the architect; and Arnold Gangnes treats the need of

the architect for the programer. The architectural program is defined as a means of communication with the client by Edwin Cromwell, and the programing process is detailed by John Garber. Also provided are David Pay's and John Truemper's consideration of the programer and architect in action and J. Eugene McKee's treatment of planning for community facilities. Two forewords, excerpts from informal discussions, and a list of registrants are included. (JD)

ABSTRACT 23550

EC 02 3550 ED 042 283
Publ. Date (68) 4p.
Haring, Norris G. and Others
University of Washington Child Development and Mental Retardation Center Experimental Education Unit.
Washington University, Seattle, Child Development And Mental Retardation Center
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educational facilities; architectural programing; building plans; design needs

The physical facilities of the education unit of the child development and mental retardation center at the University of Washington are described. A floor plan is appended. (JD)

ABSTRACT 30003

EC 03 0003 ED N.A.
Publ. Date 70 6p.
Watson, Roberta
A Return to Pioneer Days.
EDRS not available
Teaching Exceptional Children; V2 N4 P170-5 Sum 1970

Descriptors: exceptional child services; handicapped children; educational equipment; voluntary agencies; telephone communications industry; Telephone Pioneers of America

Described are projects of the Telephone Pioneers of America, a group of current and former telephone company employees who design and build special equipment for handicapped children on a volunteer basis. Some of the equipment designed for cerebral palsied children includes a gadget board of basic household equipment and mobility and support equipment. Also described are projects that create talking book machines and an audio ball for blind children, and various communicating devices. Addresses of 13 regional offices of the Pioneers are listed. (KW)

ABSTRACT 30102

EC 03 0102 ED N.A.
Publ. Date 68 186p.
Rosenberg, Charlot
Assistive Devices for the Handicapped.

American Rehabilitation Foundation, Minneapolis, Minnesota
National Medical Audiovisual Center, Bethesda, Maryland
EDRS not available
American Rehabilitation Foundation; 1800 Chicago Avenue, Minneapolis, Minnesota 55404 ($3.50).

Descriptors: exceptional child education; handicapped children; mobility aids; material development; instructional materials; construction (process); physically handicapped; amputees; crippled children; prostheses; self care skills; assistive devices; habilitative aids

The manual of aids for the handicapped presents over 100 inexpensive devices designed to assist in daily living, learning and communication, work, and leisure time activities. Each of the aids is illustrated by a photograph, described as to the possibilities of usage, and provided with complete building methods and material information. The detailed directions of construction for each device are accompanied by instructive diagrams. A related annotated bibliography and index are also included. (RD)

ABSTRACT 30223

EC 03 0223 ED N.A.
Publ. Date Sep 70 3p.
Barden, John
Furniture for the Schoolroom.
EDRS not available
Special Education; V59 N3 P11-3 Sep 1970

Descriptors: exceptional child services; cerebral palsy; classroom furniture; furniture design; physically handicapped

Recounted is the history of the development of classroom furniture designed for the cerebral palsied student, but which can also be used by other students. Five items are described: an L-shaped desk, a table, two typing tables, and an aqua chair for use in hydrotherapy pod. Each item is adjustable in height and/or angle. A chair with over 10,000 possible variations in seat and back height and angle is also described. (KW)

ABSTRACT 30318

EC 03 0318 ED N.A.
Publ. Date Oct 70 4p.
Bernardo, Jose R.
Architecture for Blind Persons.
EDRS not available
New Outlook for the Blind; V64 N8 P262-5 Oct 1970

Descriptors: visually handicapped; architecture; architectural character; building design; adjustment (to environment); architectural programing

Discussed are the ways in which an architect must alter his priorities and redefine architecture in non-visual terms when designing buildings for blind persons. It is suggested that he consult with blind persons to determine how the environment he creates can convey information through the senses other than sight. Some possibilities for change are recommended to exploit non-visual clues, but the dangers of a too protective and special environment are mentioned. (KW)

ABSTRACT 30424

EC 03 0424 ED 043 988
Publ. Date Feb 68 107p.
McGowan, John F.; Gust, Tim
Preparing Higher Education Facilities for Handicapped Students.
Missouri University, Columbia
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; physically handicapped; architectural barriers; building design; facility improvement; campus planning; student personnel services; college buildings; Missouri University

The report summarizes significant events since 1959 in the University of Missouri's program to modify its physical plant and educational facilities and to organize and expand its student personnel services to enable handicapped students to attend the University. Reviewed are the program plan, site and building modifications, student services, and the current status of the program and recommendations for the future. Appendixes include photographs of campus modifications, and building, facility, and bus specifications. (KW)

ABSTRACT 30432

EC 03 0432 ED 043 996
Publ. Date Jul 69 39p.
Taylor, T. K. and Others
Small Living Centers for Adult Retardates. Final Report.
Arizona State Department of Health, Phoenix, Department of Mental Retardation
Public Health Service (DHEW), Washington, D. C., Mental Retardation Division;
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: mentally handicapped; institutionalized (persons); residential programs; facilities; surveys; adults

The study was undertaken to develop guidelines for the establishment of living centers for mentally handicapped adults. Findings from a questionnaire sent to about 75 facilities across the country are presented (legal form of operation, location, bed capacity, waiting list, admission restrictions, coeducational or one sex only, financial support, and fees). Thriteen residential facilities for the mentally handicapped were visited, and four facilities located in Arizona are described in detail. Special attention is paid to setting, staff, program, attitude of residents, and methods of buying, preparing, and serving food. Questionnaires used and linegraphs are included, as are guidelines for establishing programs and services for the mentally handicapped. (KW)

ABSTRACT 30611

EC 03 0611 ED 044 852
Publ. Date Dec 69 99p.
New Jersey State Plan for the Construction of Mental Retardation Facilities.
New Jersey State Department of Institutions and Agencies, Trenton, Division of Mental Retardation
EDRS mf,hc

Descriptors: mentally handicapped; services; facilities; construction programs;

state surveys; administrative policy; state programs; New Jersey

The plan details recommended procedures for the construction of mental retardation facilities in New Jersey. The Mental Retardation Planning Board and State Board of Control are described and members listed. Stated are methods of administration of the planning and construction program, and the basic program goals and policies. Four major regions of the state are delineated for planning purposes. Existing Services and Facilities are inventoried in detail. The final chapter outlines assigned priorities for construction applications from the four service regions. (KW)

ABSTRACT 30848

EC 03 0848 ED N.A.
Publ. Date Dec 70 8p.
Cruickshank, William M.; Quay, Herbert C.
Learning and Physical Environment: The Necessity for Research and Research Design.
EDRS not available
Exceptional Children: V37 N4 P261-8 Dec 1970

Descriptors: exceptional child education; educational facilities; architectural programing; research needs; school buildings; building design; classroom arrangement; research methodology; physical environment

The growing concern about planning and providing effective physical facilities for special education programs is presented. Particular emphasis is focused on the inadequacy of decisions made by special educators and architects regarding the nature of the physical environment in the absence of empirically obtained evidence. Supporting the need for such research, some of the difficulties encountered--the isolation of variables, management techniques, and design--are discussed. (Author)

ABSTRACT 31127

EC 03 1127 ED N.A.
Publ. Date Dec 70 3p.
Pomeroy, Diana
Rethinking the Bedroom Image.
EDRS not available
Special Education: V59 N4 P24-6 Dec 1970

Descriptors: handicapped children; building design; residential care; physical environment; architectural programing environmental influences; institutionalized (persons); bedroom environment

The importance of the bedroom environment in residential special schools, and the need for increased attention to its architectural design are emphasized. The author reports her study of 20 residential schools housing various types of handicapped children. Each school was visited and interviews were conducted to assess the opinions of the staff and children. Characteristics of the bedroom environments were analyzed including groupings per bedroom, types of social relationships, group interaction, and the significance of the bed space. (RD)

ABSTRACT 31129

EC 03 1129 ED N.A.
Publ. Date Jan 71 4p.
Rudkin, S. W.
Cane Travel in Winter.
EDRS not available
New Outlook for the Blind: V65 N1 P8-11 Jan 1971

Descriptors: visually handicapped; visually handicapped orientation; visually handicapped mobility; travel training; climatic factors; cues; environmental influences

Observations on mobility, orientation, and snow travel for the blind are presented by a peripatologist in Canada. The difficulties presented by winter conditions, especially the variability of conditions, are noted, and modifications in travel technique suggested. Weather and physical clues to help orient the blind person are explained. (KW)

ABSTRACT 31211

EC 03 1211 ED N.A.
Publ. Date Jul 67 20p.
Wiedel, Joseph W.
Development and Standardization of Symbols and Improvement in the Design of Tactual Illustrations for the Blind.
Maryland University, College Park, Department of Geography
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
University of Maryland, Department of Geography, College Park, Maryland 20740.

Descriptors: visually handicapped; visually handicapped orientation; tactile adaptation; map skills; research projects; design needs; material development

Reported are the results of a pilot study, preliminary to a longer research project on tactual mapping, dealing with the design of large-scale mobility maps that can be reproduced in substantial quantity at modest cost. Three methods of reproduction (thermoform, silk screening, thermocraft) were selected and tested with both blind and blindfolded sighted persons to obtain information on the quality of selected symbols, components of design, and methods of reproduction. Based on the results, six areas of immediate concern were established: linear scale, size, starting point, simplicity in design, brailling or labeling, and training in map reading. (KW)

ABSTRACT 31215

EC 03 1215 ED N.A.
Publ. Date 61 11p.
American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by the Physically Handicapped.
American Standards Association, Inc., New York, New York
EDRS not available
National Society for Crippled Children and Adults, Inc., 2023 West Ogden Avenue, Chicago, Illinois 60612.

Descriptors: exceptional child services; physically handicapped; architectural programing; building design

American Standard specifications for making buildings and facilities accessible to, and usable by the physically handicapped are presented. Scope and purpose, definitions, general principles and considerations, site development, and buildings are covered. (CD)

ABSTRACT 31247

EC 03 1247 ED N.A.
Publ. Date 69 207p.
Rogerson, Robert W. K. C.; Spence, Philip H.
A Place at Work: The Working Environment of the Disabled.
EDRS not available
Robert MacLehose and Company, Ltd., University Press, Glasgow W. 3, Scotland.

Descriptors: exceptional child services; handicapped; architecture; environmental research; architects; building design; rehabilitation centers; sheltered workshops; equipment evaluation; habilitative aids

Designed for the architect and student, the text concerns the health of the disabled as seen through the eyes of the architect. The total environment of the handicapped is the focal point of the approach. It begins with schools, then ltoks at medical treatment and rehabilitation as dealt with in hospitals, special rehabilitation centers, and occupational therapy units. Sheltered workshops are dealt with at length, followed by a look at factories offering open employment. Workshop design and equipment used are examined as well as the surroundings of the special buildings. Floor plans, diagrams, and photographs supplement the text, and recommendations and guides to be used by those commissioning architects are included. (CD)

ABSTRACT 31259

EC 03 1259 ED 046 175
Publ. Date 70 25p.
Statistical Data for Special Education Services, Fiscal Year 1970. Annual Report.
Illinois State Department of Mental Health, Springfield
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; state programs; statistical data; facilities; residential programs; institutionalized (persons); personnel; professional personnel; financial support; Illinois

The report provides statistical data useful to persons responsible for providing special education and related supportive services in Illinois for the mentally retarded and the emotionally disturbed. The data concern children and adolescents in these categories, aged 5-20 years, who are receiving special education services primarily in Department of Mental Health residential facilities or on an outpatient basis. The data describe the facilities, resident population, students enrolled in programs, outpatient population, personnel, and funding. (KW)

ABSTRACT 31262

EC 03 1262 ED 046 177
Publ. Date 69 46p.
Wickersham, Julia M. and Others
Educational Specifications for the Exceptional Child Center: Facility for the Trainable Mentally Retarded.
Duval County Schools, Jacksonville, Florida
Florida State Department of Education, Tallahassee
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; architectural programing; educational facilities; educational equipment; mentally handicapped; program descriptions; classroom furniture; primary grades; intermediate grades; family life education; Florida

Educational specifications for a physical plant facility for trainable mentally handicapped children (for Duval County, Florida schools) are detailed in the document. Goals, objectives, and program content and activities (for primary, intermediate, preoccupational and family living levels) are outlined, including furniture and equipment listings, and special considerations for each level. Diagrams and floor plans for the plant facility are included. (CD)

ABSTRACT 31263

EC 03 1263 ED 046 178
Publ. Date 69 52p.
Educational Specifications for Special Education Facility.
Dade County Public Schools, Miami, Florida
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; educational facilities; architectural programing; educational equipment; classroom arrangement; Florida

Educational specifications for an educational facility are detailed in the report. Space requirements, daily schedules, and equipment (for the aurally, visually, intellectually, emotionally, learning, and motor disabled) are discussed and diagrams are provided. (CD)

ABSTRACT 31264

EC 03 1264 ED 046 179
Publ. Date 69 15p.
Educational Specifications for Center for Trainable Mentally Retarded.
Alachua County School Board, Gainesville, Florida
Florida State Department of Education, Tallahassee
EDRS mf,hc

Descriptors: exceptional child services; trainable mentally handicapped; educational specifications; educational facilities; mentally handicapped; program proposals; building design; architectural programing

Educational specifications for a center for trainable mentally handicapped children are outlined. Philosophy and objectives, and discernible curriculum trends for the future are provided. The site (planning, development, playground area, pupil transportation), the program (what the teacher does, what the student does or way of work, size of groups, school day--hours for students and teachers), space requirements (two preprimary rooms, two primary, and two intermediate rooms, supplementary office area, one clinic, one teacher's workroom, outside storage space for physical education equipment, and custodial storage space), special considerations (safety), and arrangement of facilities are discussed. (CD)

ABSTRACT 31275

EC 03 1275 ED 046 186
Publ. Date Jun 70 49p.
Graves, La/Verne and Others
Educational Specifications for a Facility for Trainable Mentally Retarded.
Marion County School Board, Ocala, Florida
EDRS mf,hc

Descriptors: exceptional child services; trainable mentally handicapped; educational facilities; architectural programing; mentally handicapped; program design; equipment utilization; Florida

Educational specifications for a facility for trainable mentally handicapped children are outlined. The educational programs of the school, overall facilities list, and area specifications are cited. Such areas as school lunch services, toilets, and custodial and mechanical equipment are discussed. (CD)

ABSTRACT 31276

EC 03 1276 ED 046 187
Publ. Date Apr 70 24p.
Secondary Educational Specifications Special Education Supplement.
Bay County School Board, Panama City, Florida
EDRS mf,hc

Descriptors: exceptional child services; educable mentally handicapped; secondary school students; educational facilities; educational specifications; mentally handicapped; architectural programing; educational philosophy; curriculum design

Educational specifications for secondary educable mentally handicapped children are discussed. The philosophy, instructional programs, space needs, storage, special considerations (environmental, utilities), and relationships (within the program, to closely related programs) are covered. (CD)

ABSTRACT 31277

EC 03 1277 ED 046 188
Publ. Date 70 49p.
Travel Barriers.
Department of Transportation, Washington, D. C.
EDRS mf,hc

Descriptors: blind; physically handicapped; transportation; architectural barriers; guidelines; visually handicapped mobility; travel barriers

The report summarizes the findings of a research program concerning accessibility of public transportation, particularly for the physically handicapped. The handicapped are identified, travel by the chronically handicapped explored, and travel barriers discussed. Design and operating guidelines, selection and application of the guidelines and conclusions and recommendations are cited. (CD)

ABSTRACT 31314

EC 03 1314 ED N.A.
Publ. Date 70 84p.
Rapport, Virginia, Ed.
Learning Centers: Children on Their Own.
EDRS not available
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($2.00).

Descriptors: learning experience; teaching methods; classroom arrangement; individualized instruction; student teacher relationship; classroom environment; independent study; learning laboratories; educational technology; space utilization; learning centers

Nine articles examine various aspects of the learning center concept. Personalized teaching and individualized learning, and the changing role of the teacher are discussed. Organization for individual work, the evaluation and recording of children's activities, and the diagnosis of educational need are considered in relation to the learning center. Pictures of some learning stations are presented. Other chapters deal with the utilization of educational hardware, dealing with space in the open area teaching concept, and learning activities outside the school walls. (KW)

ABSTRACT 31358

EC 03 1358 ED N.A.
Publ. Date Jan 71 3p.
Kravetz, Richard J.; Forness, Steven R.
Out of the Classroom: The Special Classroom as a Desensitization Setting.
EDRS not available
Exceptional Children; V37 N5 P389-91 Jan 1971

Descriptors: exceptional child research; behavior change; emotionally disturbed; environmental influences; stimulus behavior; special classes; engineered classroom; desensitization

A program of desensitization within an engineered classroom was performed with a 6 year old withdrawn, emotionally disturbed boy. Twelve sessions were conducted focusing on the story of Paul Bunyan and controlled stimuli. Results were that at the end of 6 weeks, the boy made a communicative gesture and easily audible comments in an anxiety provoking situation. Aspects of desensitization as a behavior modification technique are explored. (RD)

ABSTRACT 31634

EC 03 1634 ED N.A.
Publ. Date 70 120p.
Nellist, Ivan
Planning Buildings for Handicapped Children.
EDRS not available
Charles C Thomas, Publisher, 301-327

East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: mentally handicapped; emotionally disturbed; design needs; institutional environment; building design; classroom arrangement; classroom environment

Written to provide information helpful to designers and others concerned with the environment of mentally retarded and emotionally disturbed children, the book describes how buildings and rooms can be designed and furnished to make a positive contribution to the well-being, education, and development of such children. Brief reference is made to the design needs caused by physical handicaps since they sometimes coincide with mental ones. The discussion of how best to meet the children's needs in an effective total environment covers types of buildings and overall planning of facilities. Specific activities carried on in institutions and schools are examined to determine appropriate design requirements. Various types of finishes, and the use of color, pattern, and texture in environment are considered. Throughout the text comment is also made on design features which are best not used, and diagrams and photographs illustrate good and poor design. (KW)

ABSTRACT 31656

EC 03 1656 ED N.A.
Publ. Date 70 88p.
Hoffman, Ruth B.
How to Build Special Furniture and Equipment for Handicapped Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.50).

Descriptors: physically handicapped; equipment; furniture design; design needs

Instructions and specifications are given for the construction of furniture and equipment for handicapped children. Items described can be made simply and inexpensively from scrap wood, in a limited space, and with comparatively few tools. Included are chairs for use on a highchair, on the floor, in a wheelchair, in a car, in a bathtub, for children who slump sideways or with back curvature, a chair on wheels, and a potty chair. Other items are a standing board, table, standing table, canvas binder for car travel, creeper, tub frame, board on wheels, wedge board, and slant board. (KW)

ABSTRACT 31664

EC 03 1664 ED N.A.
Publ. Date Feb 71 4p.
Kokaska, Sharon M.; Kokaska, Charles J.
Classroom Techniques: Individualized Work Centers: An Approach for the Elementary Retarded Child.
EDRS not available
Education and Training of the Mentally Retarded; V6 N1 P25-8 Feb 1971

Descriptors: exceptional child research; mentally handicapped; classroom arrangement; learning laboratories; elementary education; individualized instruction

The article discusses a proposed adaptation of the engineered classroom model (individualization) for the mentally handicapped as a useful technique in approaching the ideal of prescriptive teaching. Organization, implementation, and reinforcement procedures of an experimental program are presented. A review of relevant points of the program is intended to provide some perspective as to the advantages and disadvantages which accompany the implementation of such a plan. (CD)

ABSTRACT 31776

EC 03 1776 ED N.A.
Publ. Date 67 899p.
Wilshere, E. Rosamond, Comp.
Equipment for the Disabled. Volumes 1-4.
National Fund for Research Into Poliomyelitis and Other Crippling Diseases, London, England
EDRS not available
Rehabilitation International, 219 East 44th Street, New York, New York 10017 ($20.00).

Descriptors: physically handicapped; equipment; architectural programing; equipment utilization; homemaking skills; architecture; habilitative aids

Four volumes of equipment for the disabled which can simplify their lives and those who live with them are presented. The authors have not included surgical, medical, therapeutic, corrective or gymnastic equipment in the publication. Volume one includes house adaptations and planning, beds and bed accessories, chairs, and wheelchairs and accessories; volume two deals with hoists and lifting equipment, tables and overbed frames, communication, devices for upper limb disorders, and eating and drinking; volume three covers personal toilet, clothes and dressing, and household needs; and volume four encompasses the kitchen, disabled mother and child, hobbies and games, walking aids, and transportation. Details of prices and suppliers where applicable are provided. (CD)

ABSTRACT 31779

EC 03 1779 ED 047 481
Publ. Date 70 131p.
Betit, J. W.
State of Alaska Plan for Construction of Facilities for the Mentally Retarded.

Alaska State Department of Health and Welfare, Juneau
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; architectural programing; facilities; state programs; state aid; state surveys; incidence; program development; Alaska

The 1970 Alaska state plan for construction of facilities for the mentally retarded is discussed. State agency organization charts, methods of administration, program goals and policies, an election district map showing catchment areas and Indian reservations, an explanation of inventories, and a survey of need and ranking of areas comprise the plan. An appendix covers characteristics of the mentally handicapped, statutes and codes, progress made in implementing the plan, and guidelines for the future. (CD)

ABSTRACT 31930

EC 03 1930 ED N.A.
Publ. Date Apr 71 343p.
The Academic Underachiever.
Porter Sargent, Publisher, Boston, Massachusetts
EDRS not available
Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; underachievers; learning disabilities; directories; educational facilities; educational programs; private schools; clinics; reading clinics

The handbook classifies and describes over 700 programs and services for students who, due to behavioral, motivational, or organic impairments, are considered underachievers in the regular educational system. Listed by state are private schools which are primarily academic in nature; schools which are more specialized to treat and educate children with learning disabilities, whether of organic origin or related to behavioral factors; free or alternative educational programs; clinical facilities involved in the diagnosis of learning disabilities; and more specialized clinics offering both diagnosis and instruction, such as reading clinics. Additional listings include a classification of facilities by special features (such as boarding, coed, milieu therapy, therapeutic arts and crafts, full time psychiatric personnel, summer session, vocational training, and others), and a brief list of agencies and organizations as possible sources for further information. (KW)

ABSTRACT 31978

EC 03 1978 ED N.A.
Publ. Date Mar 71 4p.
Ellison, Herbert
An Open Plan for Elleray Park.
EDRS not available
Special Education; V60 N1 P21-4 Mar 1971

Descriptors: exceptional child education; physically handicapped; building design; open plan schools; architecture; teacher attitudes; teaching methods; student reaction; Great Britain

The architectural design for a school for physically handicapped children is described and the reactions of both the teachers and the children are discussed. A diagram of the open plan design used and a description of the layout are provided. The gradual adaption of the staff to such an arrangement and the architectural effects on teaching methods, with the solo performance by the teacher giving way to more group and individual work by the children, are noted. (CD)

ABSTRACT 32042

EC 03 2042 ED 049 565
Publ. Date 70 86p.
Special Education Handbook for School Administrators.
Washington Office of the State Superintendent of Public Instruction, Olympia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; administrative policy; guidelines; state standards; state legislation; architectural programing; administrative organization; Washington

The handbook for administrators of special education programs in the state of Washington covers the philosophy and administration of special education, defining the areas of state, local, and joint administrative responsibilities. Guidelines for special programs for the handicapped are set forth, specifying the definition, eligibility requirements, class load, programing, and facilities and equipment for each exceptionality. Also delineated are the components of specialized school services for the handicapped. Appended are a guide for superintendents and directors in employing special personnel, state laws pertaining to the education of handicapped children, American standard specifications for buildings and facilities, and information on federal funds for materials for the visually handicapped. (KW)

ABSTRACT 32217

EC 03 2217 ED 050 503
Publ. Date 71 106p.
Mental Retardation Construction Program.
Department of Health, Education, and Welfare, Washington, D. C., Secretary's Committee on Mental Retardation
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).

Descriptors: exceptional child services; federal aid; mentally handicapped; facilities; directories; federal legislation; research and development centers; universities; Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963

The current status of three federally supported construction programs of facilities for the mentally handicapped is reviewed. The programs discussed are designed to provide assistance in the areas of continuing research into causes and means of prevention of mental retardation, interdisciplinary training of professional personnel, and establishment of community facilities. Research centers operating under the program (P.L. 88-164) are described including location, area of study and funding statistics. University-affilitated facilities for the mentally handicapped set up to provide clinical training of professional personnel are examined. A brief description of each facility reviews the types of facilities and programs which have been supported with the funds and the current status of their construction. Community facilities approved for federal assistance under the construction program are listed by state and pertinent data such as type of facility, services available, retarded served, and estimated costs, are supplied in chart form. (CD)

ABSTRACT 32529

EC 03 2529 ED N.A.
Publ. Date 68 23p.
Report of the Seminar on Community Residences and Foster Home Care.
Canadian Association for Retarded Children, Toronto, Ontario
EDRS not available
Canadian Association for Retarded Children, 149 Alcorn Avenue, Toronto, Ontario, Canada.

Descriptors: mentally handicapped; residential care; facilities; foster family; community programs; conference report.; Canada

The report of a seminar held February 2-4, 1968 concerns community residences and foster home care for the mentally retarded in Canada. The former is defined as a residence operated generally by an agency, with a more formal program than a foster home, and which allows retarded persons to live independently and in the community. Each type of facility is described, including physical structure, staffing, and services. Briefly reviewed are the existing facilities for the mentally retarded in each of the Canadian provinces. A statement lists the essential issues concerning community residence and foster home care on which there was general agreement among the seminar delegates. (KW)

ABSTRACT 32671

EC 03 2671 ED N.A.
Publ. Date 70 241p.
Albers, Vernon M.
The World of Sound.
EDRS not available
A. S. Barnes, and Company, P. O. Box 421, Cranbury, New Jersey 08512 ($5.95).

Descriptors: acoustics; physics; aural stimuli; audio equipment

The basic introduction to the science of sounds, or acoustics, is intended for persons who must deal with problems in acoustics but who do not have the physics, and mathematics backgrounds necessary to use other available textbooks in the field. The generation, propagation, detection, and measurement of sound are described without the use of mathematics, although in some instances simple mathematical treatment of material is appended. Charts, drawings, and diagrams accompany the discussion of the nature of sound, units and reference quantities used in measuring sound, speech and hearing, sound propagation, noise, transducers, sound measurement and analysis, and audiometry and noise hazard. Also covered are sound recording and reproduction, the physics of music, musical instruments, room acoustics, underwater sound, the utilization of sound by animals, and careers in acoustics. Included material shows the relationship between acoustics and the various arts and sciences. (KW)

ABSTRACT 32684

EC 03 2684 ED 051 620
Publ. Date 71 320p.
Grall, Terrand Bernard
Designing for the Non-Ambulatory.
Wisconsin University, Madison
EDRS mf,hc
Author's Masters Thesis Submitted to the University Of Wisconsin.

Descriptors: physically handicapped; mobility aids; design needs; masters theses

Presented is a manner of organizing and grouping performance information to support the design and development of physical movement aids for non-ambulatory persons which enable them to ambulate or at least change their position in a semiambulatory fashion. Hierarchical levels of psychobiologic deficiency and corresponding condition variables are given for the various physically handicapping conditions which result in non-ambulation. Information on performance characteristics is intended to be used in design research for determining abilities and needs of specific non-ambulatory groups at all levels of non-ambulation and for determining the characteristics which the proposed dynamic artificial aids must possess. A case study using the data provided is included to illustrate that a psychobiologic approach to design is possible and to indicate the type of reasoning which needs to be followed in developing design solutions. (KW)

ABSTRACT 32726

EC 03 2726 ED N.A.
Publ. Date 71 379p.
Gardner, William I.
Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult.
EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605 ($11.75).

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; behavior change; adults; adolescents; rehabilitation programs; sheltered workshops; evaluation

The book is addressed to persons involved in education and rehabilitation of mentally handicapped adolescents and adults whose behavior poses problems of learning and behavior adjustment. A detailed account of concepts and practices of behavior modification with numerous clinical illustrations of applying specific techniques to various problems is given. The inadequacies of the psychological evaluation systems normally used in education and rehabilitation are discussed and an alternative behavior analysis approach providing a method of translating evaluation data into treatment practices offered. The book concludes with a description of a research program for the design and testing of sheltered workshop systems for the mentally handicapped and emotionally disturbed. (CD)

ABSTRACT 32813

EC 03 2813 ED N.A.
Publ. Date (69) 82p.
Wheeler, Virginia Hart
Planning Kitchens for Handicapped Homemakers.
New York University Medical Center, New York, Institute of Physical Medicine and Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
New York University Medical Center, Institute of Physical Medicine and Rehabilitation, 550 First Avenue, New York, New York 10016 ($2.00).

Descriptors: physically handicapped; adults; wheel chairs; equipment utilization; design needs; home economics; daily living skills

Designed to be used in the vocational rehabilitation of homemakers, the handbook was planned especially for severely disabled women who could not return to their usual duties unless their home kitchens were substantially modified. The importance of kitchen planning and the need to elicit as much information as possible about family and homemaker use of the area are discussed with the aim of working out arrangements ideal for each individual. Each item in the kitchen, from appliances to furniture to utensils, is considered and ways are suggested to make the most of limited space and money. Attention is directed to the need for exact measurements of both the patient's kitchen and physical range of motion so that redesigning can be done, even by long distance. Although most of the book concerns the wheelchair homemaker, one chapter considers adaptations for the ambulatory woman. Suggestions for a source list of equipment and appliances are included. (RJ)

ABSTRACT 33072

EC 03 3072 ED N.A.
Publ. Date 71 110p.
Annand, Douglass R.
The Wheelchair Traveler.
EDRS not available
Wheelchair Traveler, Ball Hill Road, Milford, New Hampshire 03055 ($3.00).

Descriptors: exceptional child services; handicapped children; handicapped; directories; facilities; evaluation; public facilities

Presented is a listing by state (none from Alaska), including Canada, Mexico, and Puerto Rico, of hotels, motels, restaurants, and sight-seeing attractions usable by the handicapped traveler, especially the wheelchair traveler. Each listing includes names of facility and general area, facility address, and information needed for the traveler's comfort where space permits, such as door size in inches, steps, availability of special wheelchair units, telephone availability, nearby restaurants, usable restrooms, transportation service, television in rooms, swimming pools, and air conditioning. Room and meal prices are not included. A general rating system tells the usability of each entry, although no listing is guaranteed. (CB)

ABSTRACT 33158

EC 03 3158 ED N.A.
Publ. Date Aug 71 4p.
Kreger, Kenneth C.
Compensatory Environment Programing for the Severely Retarded Behaviorally Disturbed.
EDRS not available
Mental Retardation; V9 N4 P29-32 Aug 1971

Descriptors: mentally handicapped; behavior problems; institutional environment; behavior change; milieu therapy; environmental influences; program descriptions

A Compensatory Environment Program was developed to provide a minimally stressful living environment and training services for severely and profoundly retarded adult residents who exhibited severe behavioral problems. This program emphasized reduction of environmental stress by altering utilization of living space to reduce congestion and by increasing the availability of varieties of sensory stimulation. Results indicated that manipulation of environmental living conditions is demonstrably one of the most effective approaches to changing the behavior of this group of severely disturbed residents. (Author)

ABSTRACT 33178

EC 03 3178 ED 054 558
Publ. Date 71 172p.
Coleman, Thomas W., Jr.; Hyman, Milton
A Preliminary Study/Survey for Demonstration Community Housing Programs for the Adult Mentally Retarded, Physically Handicapped and Mentally Ill.
Wayne State University, Detroit, Department of Special Education and Vocational Rehabilitation
Michigan State Department of Social Services, Lansing
EDRS mf,hc

Descriptors: handicapped; housing; housing needs; residential programs; public housing; building design; public facilities; literature reviews; adults; surveys; legislation; Michigan

A study was conducted for the Michigan State Housing Development Authority to gather background data necessary to initiate prototype community housing for mentally and physically handicapped independent adults. In an extensive survey and analysis of the literature and existing facilities, the problem of mental retardation, including legislation supporting construction of residences for the retarded, attitudes toward residential care, and types of residential facilities, was covered first. Second, the problem of the physically handicapped was reviewed, including architectural and transportation barriers, residential and supporting service needs, and a brief description of some housing programs. Status of residential programs for the mentally ill was also studied. Need for community housing was defined and documented, criteria describing the target population identified, pertinent socioeconomic and geographic factors analyzed, similar programs and facilities identified and evaluated, and fundamentals involved in designing a housing project and services described. It was concluded that support for such programs exists among parents, the handicapped, and citizens, but that existing programs are often isolated and inadequate. Twenty-four recommendations concerning public housing for the adult handicapped are made. (KW)

ABSTRACT 33196

EC 03 3196 ED 054 563
Publ. Date Oct 70 139p.
Hawaii State Plan--Facilities for the Mentally Retarded.
Hawaii State Department of Health, Honolulu, Hospital and Medical Facilities Branch
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; state programs; facilities; state surveys; educational facilities; program planning; Hawaii

Prepared annually, the Hawaii State Plan is a public document for guiding the development of services and facilities for the mentally retarded. Using quantitative and narrative information it describes present services, presents a program for development of facilities to meet needs, and serves as the basis for allocation of funds under P.L. 88-164. Chapter 1 covers purpose, authority, organization of Health Department, the State Advisory Council, and goals of the plan. Demographic, geographic, and political characteristics of Hawaii are summarized in Chapter 2. Discussed next are public interest in mental retardation, the planning concept, factors influencing planning, characteristics of the retarded, scope of the problem, range of services, and relationship to other planning efforts. Chapter 4 states planning considerations unique to Hawaii, delineates planning areas, and examines percentage of retarded and special education classes and generic services provided. Chapter 5 contains an inventory and analysis of existing facilities and services and a review of programed facilities and priorities. Information on methods of administration, revised laws of Hawaii, and several special projects is appended. (KW)

ABSTRACT 40249

EC 04 0249 ED 055 404
Publ. Date 71 124p.
Abeson, Alan; Blacklow, Julie
Environmental Design: New Relevance for Special Education.
Council for Exceptional Children, Reston, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($6.75). 22202 ($6.75).

Descriptors: exceptional child research; handicapped children; environmental

research; educational facilities; architectural programing; design needs; school buildings; research reviews (publications); national surveys; classroom environment; educational planning; building design

Educational facilities for handicapped children are examined in terms of environmental design planning and needs. The first of four sections reports basic findings of the project Physical Environment and Special Education: An Interdisciplinary Approach to Research, which appraised by questionnaires and site visits the present status of special education facilities in the United States. Presented are general findings and implications for design planning based on data gathered relating to student integration, community and parent involvement, the learning space, the educational program and activities, social adjustment, observation systems, transportation, and administrative planning. The second section focuses on planning mechanisms and strategies from the point of view of both architects and special educators. Some individual approaches to planning are presented and mechanics of involving people in the planning process are discussed. The third section contains some specific solutions to environmental problems, with accompanying illustrative drawings. The final section presents selected research findings related to physical and psychological effects of environmental manipulation, research needs, and methodologies which can be used to conduct further research in this area. (KW)

ABSTRACT 40368

EC 04 0368 ED 056 423
Publ. Date Feb 70 309p.
Abeson, Alan; Berenson, Bertram
Physical Environment and Special Education: An Interdisciplinary Approach to Research. Final Report.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070566-3026
BR-7-0566

Descriptors: exceptional child research; handicapped children; educational facilities; design needs; physical environment; school buildings; architecture; environmental influences; teacher attitudes; financial support; government role; guidelines; research methodology; information dissemination

The project on physical environment and special education attempted to formulate research based statements that would assist both special educators and architects in designing educational facilities for special education. The major implication of all findings was that a dearth existed in educators and facility planners who were trained and/or experienced in planning and designing special educational facilities. Data on teacher attitudes were said to include: minor modifications in teacher's working area could improve both environment and educational program; and teachers were excluded from planning school facilities in which they worked. Three areas for research efforts were then suggested: evaluation of facility planning, measurement of effective use of environment, and assessment of relationship between man and physical environment. It was then suggested that funding of improved special educational facilities might come from the government, both state and federal. The bulk of the report was appendixes concerning appraisal and report on existing special education facilities in the U.S.; information useful to facility planners and a special planning process guide; methodology for field experimentation for measuring environmental role in educational process; and dissemination of information. (CB)

ABSTRACT 40533

EC 04 0533 ED N.A.
Publ. Date 71 6p.
Dailey, Rebecca F.
Media in the Round: Learning in the Special Experience Room.
EDRS not available
Teaching Exceptional Children; V4 N1 P4-9 Fall 1971

Descriptors: exceptional child education; handicapped children; gifted; instructional media; educational technology; elementary school students; educational facilities; mass media; Pennsylvania

Described are educational facilities, development, objectives, and educational programs of the Special Experience Room of the Everett A. McDonald Comprehensive Elementary School in Warminster, Pennsylvania. The circular instructional media room is 40 feet in diameter with a hemispheric dome, carpeting, and no furniture. The room also has a projection [illegible] consisting of the entire wall above a couple feet from the floor, climate control, odor ducts, and sound equipment. Overall objective of the room and its educational technology is to increase a child's perception by involving him in vision and sound experiences. Learning by inquiry and discovery is applicable to the school's students who are physically handicapped, mentally retarded, learning disabled, academically gifted, and normal in abilities. Children are said to design some of their own programs. The school presently has over 200 educational programs including such subjects as developing perceptual motor coordination, cultural studies, visual imagery, and symbology. Selected teacher reactions to the Special Experience Room reveal that students are highly motivated to learn in its environment. (CB)

ABSTRACT 40795

EC 04 0795 ED N.A.
Publ. Date Oct 64 82p.
Salmon, F. Cuthbert; Salmon, Christine F.
The Blind: Space Needs for Rehabilitation.
Oklahoma State University, Stillwater
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
Oklahoma State University, School of Architecture, Stillwater, Oklahoma 74074 ($3.00).

Descriptors: exceptional child education; visually handicapped; rehabilitation centers; design needs; architectural programing; architecture; environmental influences; space utilization; physical environment

Designed for architects and administrators who have responsibilities concerning the building of rehabilitation centers for the blind, the study presents general environmental considerations and pertinent information on specific areas of activity said to be vital to the planning and construction of a rehabilitation center for the blind. The study results from a systematic observation and comparison of 14 rehabilitation centers for the blind in the U.S. The total physical environmental influences on the blind person are said to be important for it is through them that the blind person perceives. It is therefore said to be necessary that the rehabilitation environment exert continuous constructive influence upon the blind person. The general considerations discussed are geographical location of the center, community features, site considerations, program development, planning principles, and environmental experience. The majority of the study concerns areas of activity within a rehabilitation center for the blind which are classified under headings of medical, psychological and social, mobility and orientation, physical conditioning, communications, occupational therapy, techniques of daily living, vocational evaluation, recreation and administration. Discussion in each area provides the architect with the information to understand the basic contribution of each discipline to the blind person's rehabilitation. Diagrams accompany the activity areas to show the design needs and space utilization. (CB)

ABSTRACT 40894

EC 04 0894 ED 058 678
Publ. Date 71 109p.
Waligura, Randolph L. and Others
Environmental Criteria: MR Preschool Day Care Facilities.
Texas A and M University, College Station, School of Architecture
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; child care centers; classroom environment; environmental influences; disadvantaged youth; environmental research; preschool children; building design; facilities

Contributions of the physical environment to the learning process and environmental needs of preschool children are evaluated. Guidelines for the planning and design of preschool day care facilities, especially for mentally retarded and other children with developmental disabilities, are established. The current status and trends in day care services are summarized and the background, learn-

ing characteristics, and curriculum objectives for retarded, culturally deprived, and normal children are described. Methods and activities used to achieve these objectives, and the implications they have for the supporting physical environment, are identified. Component parts of the physical environment (color, light, acoustics, climate control, interior surfaces, space, flexibility) are discussed individually and in their relationship with each other and various psychological variables. Suggested detailed planning and design requirements for the preschool facility cover the education/training area, ancillary area, administrative area, storage, furniture, and safety. The planning and design process necessary for utilization of these guidelines is illustrated by four hypothetical case studies in which facilities are designed for different day care situations. (KW)

ABSTRACT 41013

EC 04 1013 ED 058 688
Publ. Date 71 25p.
Special Education Facilities: Schools and Playgrounds for Trainable Mentally Handicapped Children.
Ontario Department of Education, Toronto, School Planning and Building Research Section
EDRS mf

Descriptors: exceptional child education; trainable mentally handicapped; building design; classroom arrangement; playgrounds; mentally handicapped; school buildings; architectural programing; educational facilities

Intended to assist school boards in planning educational facilities for trainable mentally retarded children, the booklet contains designs illustrating both the general structure and specific room arrangements for various sizes of school and various age groups. The designs show small, self-contained schools where mobility in the grouping of classes and flexibility in the arrangement of training facilities can be achieved easily. In addition to building layout and classroom arrangement, suggestions are made concerning bathrooms, playroom, kitchen, craft room, principal's office, and staff and health room. Discussion of the playground area covers both the planning of outdoor areas and specific types of recommended playground equipment. (KW)

ABSTRACT 41095

EC 04 1095 ED N.A.
Publ. Date 72 6p.
Evans, Joyce Steward
Classroom Planning for Young Special Children.
EDRS not available
Teaching Exceptional Children; V4 N2 P56-61 Win 1972

Descriptors: exceptional child education; handicapped children; classroom arrangement; teacher role

The teacher's role in classroom planning for effective teaching is briefly described to encompass classroom arrangement and decoration. Classroom arrangement is said to depend upon variables such as children's ages, special handicaps, and special equipment. Next, the noise level of different activities is shown to be a factor in determining room area functions. Appropriate decoration of each room area is thought to stimulate optimal learning. (CB)

ABSTRACT 41247

EC 04 1247 ED N.A.
Publ. Date Feb 72 7p.
Gorton, Chester E.
The Effects of Various Classroom Environments on Performance of a Mental Task by Mentally Retarded and Normal Children.
EDRS not available
Education and Training of the Mentally Retarded; V7 N1 P32-8 Feb 1972

Descriptors: exceptional child research; mentally handicapped; minimally brain injured; classroom environment; attention span; environmental influences; academic achievement; performance factors

The study was undertaken to determine if performance of a mental task by brain injured mentally retarded children, cultural familial mentally retarded children, and normal children of comparable mental age would be differentially affected by various classroom environmental conditions. It was found that both normal children and cultural familial mentally retarded children performed the experimental task best when secluded visually. There was no particular advantage to complete seclusion. The brain injured mentally retarded children, however, performed best when completely secluded. Since there was no significant difference in overall performance between the brain injured and cultural familial mentally retarded children, the important factor seems to be the type of environmental control. (Author)

ABSTRACT 41407

EC 04 1407 ED N.A.
Publ. Date 72 203p.
Viscardi, Henry, Jr.
But Not on Our Block.
EDRS not available
Hill and Wang, Inc., 72 5th Avenue, New York, New York 10011 ($6.95).

Descriptors: exceptional child education; physically handicapped; special schools; community attitudes; discriminatory attitudes (social); legal problems; educational facilities

Recounted are problems surrounding the construction of a school building, with gymnasium and cafeteria, for some 200 severely physically handicapped children who were homebound because of disability, unable to attend regular schools. Focused upon are the struggles with community members and groups opposed to construction of the school in their suburban neighborhood. The community's sentiments of fear, distrust, and prejudice caused it to fight vigorously this proposed expansion of facilities already existing for the preschool through high school level handicapped students. At book's end, it is reported that the community's appeal to the New York State Supreme Court was rejected and, despite further litigation pending, construction was ready to begin on the new facility. (KW)

ABSTRACT 41987

EC 04 1987 ED N.A.
Publ. Date Jun 72 3p.
Garner, Ralph E. and Others
Workshops--Why, What, Whither.
EDRS not available
Mental Retardation; V10 N3 P25-7 Jun 1972

Descriptors: handicapped; sheltered workshops; mentally handicapped; vocational schools; rehabilitation centers

The three-part article on workshops for the handicapped begins with an historical review of society's concern for the handicapped from an anthropological point of view. Classified and reviewed are three types of workshops: evaluation and training facilities, sheltered workshops, and work activity centers. Areas of concern regarding existing workshops are outlined and some possible solutions suggested. (Author/KW)

ABSTRACT 42107

EC 04 2107 ED N.A.
Publ. Date 72 624p.
Ellingson, Careth
Directory of Facilities for the Learning-Disabled and Handicapped.
EDRS not available
Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022 ($15.00).

Descriptors: exceptional child services; learning disabilities; handicapped children; directories; facilities; clinical diagnosis; clinics; institutions; educational facilities; remedial programs; Canada

The directory lists alphabetically by state and provides descriptive data on diagnostic facilities and remedial, therapeutic, and developmental programs for learning disabled and other handicapped children and adults. Information given is for the school year 1969-70. Included in the lengthy description of each diagnostic facility is such information as kinds of disabilities evaluated and diagnosed, size of annual case load, age range for client, regulations governing referral sources, length of waiting time for client after initial contact, fees charged, whether the concept of neurological dysfunction is recognized in the diagnostic procedures, specialists available for consultation, core battery of testing instruments used, nature and scope of reports made to parents, size and professional qualifications of staff, and funding. Similar data are given, where applicable, for remedial, developmental, and therapeutic programs. A brief section describing diagnostic and educational facilities in Canada follows the United States listing. (KW)

ABSTRACT 42143

EC 04 2143 ED N.A.
Publ. Date May 72 7p.
Taylor, Frank D. and Others
A Learning Center Plan for Special Education.
EDRS not available

Focus on Exceptional Children; V4 N3 P1-7 May 1972

Descriptors: exceptional child education; handicapped children; grouping (instructional purposes); learning laboratories; educational programs; classroom arrangement

Outlined is the Madison School Plan, a learning center concept which facilitates grouping of students by their learning deficits rather than by exceptionality or diagnostic category. Emphasis is placed on removal of as many exceptional children as possible from self-contained special classes and on integrating them for optimum periods of time in regular classrooms. Students are placed in one of the three sections of the learning center according to their stage of readiness for regular classroom functioning, and they are considered to be learners in various stages of preparation for return to the regular classroom. Presented are a floor plan of two typical learning center classrooms with connecting door, variations of the learning center classroom design, and a daily schedule of activities in the learning center for the three levels of readiness: pre-academic I, pre-academic II, and academic I. (KW)

ABSTRACT 42169

EC 04 2169 ED N.A.
Publ. Date 72 52p.
Gordon, Ronnie
The Design of a Pre-School Therapeutic Playground: An Outdoor Learning Laboratory.
EDRS not available
New York University Medical Center, Institute Of Rehabilitation Medicine, New York, New York 10016.

Descriptors: handicapped children; playgrounds; equipment; design needs; architectural programing

Text and photographs describe the development of a therapeutic playground designed to facilitate play and learning of preschool handicapped children outdoors. Explained are the educational philosophy and rationale for the development of the outdoor learning and play envrionment, the criteria for selection of activity areas, how the space avaialble was used, topography, construction materials used, and the design of specific activity areas and related equipment. Detailed drawings with design measurements and specifications accompany the text. (KW)

ABSTRACT 42378

EC 04 2378 ED N.A.
Publ. Date 71 455p.
La Crosse, E. Robert, Ed.
Early Childhood Education Directory. First Edition.
EDRS not available
R. R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 ($19.50).

Descriptors: early childhood education; preschool children; educational programs; directories; child care centers; kindergarten; laboratory schools; educational philosophy; educational facilities; instructional staff; financial policy; Montessori Method; Head Start

The directory of approximately 2000 representative selected early childhood education facilities in the United States includes approximately 300 academically affiliated schools, 680 day care centers, 300 kindergartens, 25 laboratory schools, 80 Montessori Method schools, 1200 nursery schools, and 150 therapeutic programs. Entries are arranged alphabetically by state and subdivided alphabetically within each state by town. The state sections generally begin with a condensation of state credentialing laws for teachers in early childhood education. Credentialing for preschool education falls into the following four categories: no teacher certification requirements at all, elementary credential required, elementary credential with a kindergarten endorsement required, or elementary credential with a nursery school or early education endorsement required. Information given is that which appears to be most pertinent to the unlicensed layman or student teacher. Also cited is the Office of Child Development's (OCD) Region number and Regional Director's name and address. OCD is explained to be responsible for the Head Start program and to coordinate much federal funding for children's programs. Description of the centers usually includes brief statements of history, educational philosophy, licensee, calendar, admission requirements, administrative and staff personnel, curriculum, fees, enrollment, finances, and facilities. (LL)

ABSTRACT 42615

EC 04 2615 ED N.A.
Publ. Date Sep 72 2p.
McGrady, Donna S.
A Message from Open-Space.
EDRS not available
Audiovisual Instruction; V17 N7 P8-9 Sep 1972

Descriptors: open education; elementary education; instructional materials centers; educational facilities; educational needs; manpower needs; equipment

The article discusses the nature and rationale of open space schools and notes that the one common element of all open space schools is an instructional materials center. Particular attention is directed to the need for a skilled director of the instructional materials resource center and for educational technology to provide lightweight, portable and durable equipment. (GW)

ABSTRACT 42664

EC 04 2664 ED N.A.
Publ. Date (70) 68p.
Perspectives: A Progress Report on Child Care.
North Carolina University, Chapel Hill. Frank Porter Graham Center
National Institutes of Child Health and Human Development (NIH), Bethesda, Md.
EDRS mf,hc

Descriptors: exceptional child education; preschool children; infancy; child care centers; program descriptions; disadvantaged youth; early childhood education; educational facilities; curriculum development; Frank Porter Graham Center

Described is the child care program at the Frank Porter Graham Center. Discussion of physical facilities focuses on creating a good environment, floor plan of cottage trailer, and choosing appropriate equipment. Selection of staff is said to be the most important part of establishing a day care center. The day care center is explained to serve the entire community, regardless of ability to pay, with emphasis on parent education. The child development approach is described to involve the philosophical guidelines of Jean Piaget, the operant model of B.F. Skinner, and the Montessori method. Organizational features of day care are discussed in terms of forming peer or multiage groups, defining an operations staff, dividing staff responsibility, and establishing daily schedules. The general educational program is said to stimulate growth and development in self help skills, verbal ability, positive social adaptation, and realistic self confidence. Integration of structured educational experience into general day care program for infants and preschool children is examined, followed by description of the health care program. Appended are seven sample lesson plans. (CB)

ABSTRACT 42699

EC 04 2699 ED N.A.
Publ. Date 70 79p.
Utzinger, Robert C.
Some European Nursery Schools and Playgrounds.
EDRS not available
Publications Distribution Service, University of Michigan, 615 East University, Ann Arbor, Michigan 48106 ($3.50).

Descriptors: exceptional child services; disadvantaged youth; infancy; early childhood; child care centers; educational facilities; school buildings; early childhood education; playgrounds; architecture; design needs; building design

The monograph presents descriptions of 17 day nurseries, nursery schools and playgrounds in London, England; Copenhagen, Denmark; Stockholm and Uppsala, Sweden; and Zurich, Switzerland, including selected pictures and floor plans. Institutions are discussed generally in terms of financing, scheduling, staffing, location, clientele, and physical plant (design, construction materials, size). Particular favorable features such as the use of skylights in hallways and scaled functional furniture, and kitchen facilities are noted. Playgrounds, like the Shanty Town Adventure Playground which was created by volunteers out of eight derelict backyards in a multi-racial overcrowded part of London, receive particular attention. Described are several Danish adventure playgrounds which embody the concept of junk playgrounds put forward by a Danish landscape architect who believed that children prefer playing in rubble and junk yards and

developing their own constructive and imaginative play with waste objects. Features of Switzerland's Robinson Playgrounds are listed: areas of sand, water and grass, open-air stages, space for construction activities, and indoor craft centers. The author summarizes 53 conclusions and recommendations for facilities for young children based on his observations of the European schools and playgrounds. General recommendations suggest such procedures as eliminating as many physical barriers as possible in facilities for handicapped children, and allowing children to construct much of the learning environment. Suggestions for indoor spaces counsel such activities as making floor surfaces warm and inviting, and providing private areas for times when a child wishes to be alone. Tips for outdoor areas recommend such things as making play areas suitable for year round use, and having a place where fire can be enjoyed in the play area. (GW)

ABSTRACT 42700

EC 04 2790 ED N.A.
Publ. Date 70 112p.
An Annotated Bibliography on Early Childhood.
EDRS not available
Publications Distribution Service, University of Michigan, 615 East University, Ann Arbor, Michigan 48106 ($4.00).

Descriptors: excentional child education; handicapped children; disadvantaged youths; early childhood; annotated bibliographies; abstracts; child development; educational programs; child care centers; facilities

The selected annotated bibliography (including abstracts) on early childhood covers many facets of the young child's relationship to his environment. The number of entries are indicated in parentheses in what follows. A majority of the entries was published in the sixties. The selection of over 150 publications which treat child development (16), health programs (six), infants and toddlers (seven), educational programs (21), disadvantaged children (seven), handicapped children (four), day care (13), head start projects (13), kindergarten (five), staff programs (two), community programs (seven), standards, licenses and codes (nine), funding (four), physical facilities (21), outdoor play (seven), and equipment (11) was not guided by any explicit theory of early child care and development. Periodicals,8bibliographies, film sources, and organizations are also listed. (GW)

ABSTRACT 42888

EC 04 2888 ED 065 975
Publ. Date Nov 69 470p.
Mental Retardation and Other Developmental Disabilities, 1969.
Congress of the U. S., Washington, D. C. Senate Committee on Labor and Public Welfare
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
Hearings Before the Subcommittee on Health of The Committee on Labor and Public Welfare United States Senate Ninety-First Congress.

Descriptors: exceptional child services; mentally handicapped; national programs; federal legislation; facilities; federal government; government role; federal aid; ancillary services

Congressional hearings on mental retardation and other developmental disabilities are presented for the stated purposes of assisting the states in developing a plan for the provision of comprehensive services to persons affected by mental retardation and other developmental disabilities originating in childhood, assisting the states in the provision of such services in accordance with such plan, assisting in the construction of facilities to provide the services needed to carry out such plan, and other purposes not enumerated. Included is a copy of S. 2846, the Developmental Disabilities Services and Facilities Construction Act of 1969. Mental retardation activities of the U.S. Department of Health, Education, and Welfare are summarized. Testimony of approximately 20 individuals for or against the legislation, focusing frequently on the financing of the federal program, constitutes the majority of the document. Reports of the President's Committee on Mental Retardation for 1968 and 1969 are then included. Construction program of mental retardation research centers, university affiliated facilities, and community facilities throughout the country is provided. Concluding are copies of selected laws relating to mental retardation. (CB)

ABSTRACT 42993

EC 04 2993 ED N.A.
Publ. Date Oct 72 3p
Bongers, Kay H.; Doudlah, Anna M.
Techniques for Initiating Visuomotor Behavior in Visually Impaired Retarded Children.
EDRS not available
Education of the Visually Handicapped; V4 N3 P80-2 Oct 1972

Descriptors: exceptional child research; visually handicapped; mentally handicapped; perceptual motor learning; teaching methods; multiply handicapped; visual perception; institutionalized (persons); lighting

Reported were observations, experiences, and solutions to the problem of initiating visuomotor behavior in visually impaired, institutionalized, retarded children. Two major principles cited in developing remediation strategies for problems relating to perceptual motor dysfunction in children were recapitulation of sequence of perceptual motor development and control of sensory input. Also noted was D.B. Harmon's work (1949) in environmental design. Techniques utilized light images, lamps, and light table. Conclusions were that attention to objects and tasks needs to precede development of visuomotor skills, restricted visual environments directing child's attention to task are effective in initiating purposeful performance, light is powerful reinforcer, and effectiveness of technique can be evaluated by monitoring appearance and spontaneous use of skill by child. (CB)

ABSTRACT 50050

EC 05 0050 ED 067 783
Publ. Date 70 164p.
Guidelines for Educational Facilities for Hearing Impaired Children.
Davis MacConnell Ralston, Division of Westinghouse Learning Corporation
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational facilities; guidelines; regional programs; educational needs; building design

Facility specifications for regional planning centers for hearing impaired children are presented which are said to reflect the belief that the development of school facilities should be generated by educational objectives. The proposed regional programs would draw children from a number of counties and local school districts to a centrally located school facility. Educational considerations including characteristics and educational needs of children with hearing impairments, professional staff, evaluation, diagnosis, research, school-family relations, learning activities, and organizational factors are discussed briefly. Conceptual plans and facility specifications are given with regard to architectural considerations, instructional learning areas, a children's educational evaluation center, an administration area, a learning resources center, service areas, outdoor areas, and a mobile unit. Components of the instructional learning areas such as large group area, instructional unit area, tutorial area, counseling area, teacher planning area, learning experiences center, and special facilities are discussed and diagramed. Offices, conference areas, research areas, and a professional library are projected and schematized for the evaluation center. Other areas such as the service and outdoor areas are similarly described and illustrated. (GW)

ABSTRACT 50055

EC 05 0055 ED 067 787
Publ. Date (72) 24p.
Pedrini, Bonnie C.; Pedrini, D. T.
The Educational Philosophy of the Three Legged Stool: Psychologically and Educationally Sound Materials-Operant Conditioning Procedures-Structured Classroom.
Nebraska University, Omaha
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; educational philosophy; operant conditioning; programed materials; behavior change; classroom arrangement

The paper presents a philosophy of education for severely deviant children and adolescents who are brain damaged (severely retarded), mentally ill, or behaviorally uncontrolled. The following are program components: psychologically and educationally sound materials such

as programed materials following a life experience approach, operant conditioning procedures in a personal and social environment, and a structured classroom (limited to 15 students with one special education teacher and two trained teacher aides). The three components are compared to the legs of a stool, all of which are necessary if the stool is to stand. It is suggested that materials build upon past experiences so as to capitalize on student preferences for associative rather than cognitive learning. Explicitness is urged in programing, goal setting, and scheduling. The following principles of programed materials are identified as helpful: learn and be rewarded, learn in small steps, actively learn, learn with few or no errors, and learn at your own pace. Operant conditioning techniques are said to be important for gaining the control necessary for learning. The following aspects of F. Hewett's engineered classroom are discussed briefly: developmental sequence (attention, response, order, exploratory, social, mastery, achievement), learning triangle (task, reward, structure), classroom design, scheduling, and record keeping. (GW)

ABSTRACT 50057

EC 05 0057 ED 067 789
Publ. Date 70 68p.
Thorburn, Marigold J., Ed.
Mental Retardation in the Caribbean: Needs, Resources, Approaches.
Jamaica Association for Mentally Handicapped Children
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf,hc
Proceedings of the First Caribbean Mental Retardation Conference, Mona, Jamaica, September 7, 1970

Descriptors: exceptional child services; mentally handicapped; environmental influences; identification; teacher education; community services; employment; adjustment problems; family role; Caribbean

Presented are conference reports including an opening address on the economic benefits of programs for the mentally retarded (MR), and eight papers discussing the problem of mental retardation in the Caribbean. Two papers on preschool age children, respectively, consider the identification and assessment of MR children in the Caribbean and present a study of West Indian children which explored the relation between preschool environment and mental retardation. Teacher training at the University of Puerto Rico and alternatives to public institutional care are discussed in two articles about school age children. Outmoded ideas as impediments to the employment of MR adults are described along with sheltered facilities and occupations for the mentally handicapped. Also presented are a pilot study of the families of MR children in Trinidad and a discussion of the adjustment of the community to the mentally retarded. Discussions that followed the presentation of each paper are included. Proposals for establishing a coordinating center for services to the MR in the Caribbean and for making recommendations to the Caribbean governments are noted. (GW)

ABSTRACT 50179

EC 05 0179 ED N.A.
Publ. Date (72) 8p.
The Model Secondary School for the Deaf.
The Model Secondary School for the Deaf, Washington, D. C.
Office of Education (DHEW), Washington, D. C.
EDRS not available
The Model Secondary School for the Deaf, Office of Public Information, Kendall Green, Seventh Street and Florida Avenue, N. E., Washington, D. C. 20002.

Descriptors: exceptional child education; aurally handicapped; adolescents; secondary schools; residential schools; educational facilities; architecture; school role

Described are the site and architectural plans for the Model Secondary School for the Deaf which is being built under Public Law 89-694 and is to be completed in 1974 for up to 600 residential students. Included in the architectural plans are careful acoustics for the students using amplification systems, the use of a street concept allowing direct access to all socially and educationally oriented space both indoors and out, and a choice of garden-style or high-rise residence hall. The school is said to be characterized by a program designed to be exemplary for others, intensive on-going research, a demonstration program, a place for training professionals, a parent education program, an information center for data related to education of the deaf, and a center for developing and testing educational materials. (DB)

ABSTRACT 50239

EC 05 0239 ED N.A.
Publ. Date Nov 72 4p.
Morsink, Catherine
Using a Bookmobile as a Resource Room.
EDRS not available
Exceptional Children; V39 N3 P235-8 Nov 1972

Descriptors: exceptional child education; reading difficulty; educational facilities; mobile classrooms; special classes; elementary school students

Described is a pilot study in an inner city elementary school which converted a bookmobile into a special classroom for children with reading problems. Noted are children's reactions to the bookmobile and the advantages of privacy and arrangement it offered. Difficulties associated with temperature control, power sources, and distance from classrooms are discussed. Listed are the conversions thought to be necessary for optimal functioning. (GW)

ABSTRACT 50323

EC 05 0323 ED 071 214
Publ. Date May 72 188p.
Fenton, Joesph; Ayers, Robert E.
Residential Needs of Severely Physically Handicapped Non-Retarded Children and Young Adults in New York State.
New York University, N. Y. Medical Center
EDRS not available
Institute of Rehabilitation Medicine, 400 East 34th Street, New York, New York 10016 (Monograph #46 $2.50).

Descriptors: physically handicapped; residential care; facilities; statistical data; surveys; institutimns; state surveys; demography; financial support

Data were gathered on 2,565 severely physically handicapped non-retarded persons (age 0-55 years) in New York who were considered potentially in need of residential facilities, in order to determine the need for long term residential facilities. Statistical data are presented on the number and characteristics of persons who now or in the future have this need, younger disabled adults living in 500 proprietary nursing homes, physically handicapped persons living in a public infirmary, and monthly charges and source of payment for those living in residential facilities. Representative case studies illustrate the need for residential facilities. Data are also presented on the problems and potential resources for establishing long term residential facilities. Described briefly are public and voluntary agencies in New York with the potential for extending their programs to include residential facilities, as well as selected residential facilities and housing programs in the United States and abroad. Summarized are eight other studies related to long term facilities. Based on data gathered, 18 recommendations are made concerning development of residential facilities and care. (KW)

ABSTRACT 50402

EC 05 0402 ED 071 223
Publ. Date 72 109p.
Sletved, Henning
Pedagogical Background and Evaluation for an Administrative and Functional Combination of All Danish Special Education Facilities. 5th Edition.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; educational programs; social services; educational needs; foreign countries; educational facilities; program evaluation; administrative organization; administration; Denmark

The author evaluates the educational needs of handicapped children in Denmark, discusses recent psychoeducational research pertinent to those needs, and makes recommendations for improving the division of administrative responsibility between the educational and social services departments. Research concerning the relative benefits of special class and regular class placement is discussed. Examined are programs offered by the Danish department of education (centers for special education, hospital schools, remedial schools, special classes, and observation schools) and by the Danish department of social services

(programs for the hearing impaired, the visually handicapped, the motor handicapped, the mentally retarded, the speech handicapped, and handicapped kindergarten children). Also studied are cooperative projects between the education and social services departments (counseling services, itinerant teaching services). A lack of special programs for epileptic children, psychotic children, and children in foster schools is noted. Recommendations are made concerning planning for services to handicapped children in a particular Danish county, physical facilities, staff resources, experimental activities, materials, budget standards, diagnostic or observation centers, and administrative organization of services to handicapped children. The educational and social services for handicapped children in Denmark are compared to those in Norway, Sweden, Finland, and Iceland. (GW)

ABSTRACT 50464

EC 05 0464 ED 071 228
Publ. Date 71 79p.

National Park Guide for the Handicapped.

Department of the Interior, Washington, D. C. National Park Service
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2405-0286 $.40).

Descriptors: exceptional child services; handicapped children; recreational facilities; guidelines; national programs; recreation

The national park guide for handicapped persons describes the accessibility of national battlefields, national historic parks, national lakeshores, national monuments, and national recreational areas to handicapped persons including deaf, blind, or physically handicapped individuals and persons with heart or respiratory ailments. Tips on numbers of steps, availability of ramps, assistance from park personnel, and elevation are provided for approximately 250 sites which are listed alphabetically according to state location. (GW)

ABSTRACT 50517

EC 05 0517 ED 071 242
Publ. Date Jan 72 28p.
Rynders, John E.; Horrobin, Margaret

A Mobile Unit for Delivering Educational Services to Down's Syndrome (Mongoloid) Infants. Research Report #30.

Minnesota University, Minneapolis
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OE-09-332189-4533(032)

Descriptors: exceptional child research; mongolism; mobile classrooms; itinerant teachers; language instruction; mentally handicapped; infancy; educational programs; program descriptions

A mobile unit was used over a 2 1/2 month period to demonstrate that a mobile tutoring program for eight infants with Down's syndrome (12 to 18 months old) had certain educational, economic, and logistical advantages. The vehicle and camper body were said to have been chosen according to the following criteria: sufficient height to permit an adult to stand without stooping, basic housekeeping and child care accomodations, a working area large enough to accomodate one child and one adult, and adequate lighting, heating and cooling apparatus. The program employed two undergraduate women selected because of their ability to relate to young children effectively, careful driving habits, excellent language skills, and willingness to help create and carefully implement lesson plans. The curriculum emphasized planned language stimulation through gamelike activities such as finger plays, music, art, tea parties, sandbox activities and water play. It was reported that seven of the eight children adapted readily to the new learning environment and that the cost of providing itinerant teaching services (three hours per child per week) compared favorably with the usual cost of providing a public school teacher for homebound children. (GW)

ABSTRACT 50710

EC 05 0710 ED N.A.
Publ. Date 72 206p.
Lindheim, Roslyn and Others

Changing Hospital Environments for Children.

EDRS not available
Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138 ($10.00).

Descriptors: exceptional child services; physically handicapped; hospitalized children; hospitals; design needs; building design; architectural programing

The influence of the physical environment of a hospital for children on the medical, psychological, social, and educational aspects of the total milieu surrounding the hospitalized child is examined, and design guidelines are presented for achieving an optimal physical environment. Distinctive characteristics and needs of specific age groups from infants through adolescents are considered in turn, and how these needs relate to design requirements is specified. Principles of child growth and development are linked to concepts of hospital planning and design. Also considered are how to design for family participation, for staff needs, and for an effective pediatric nursing unit. Photographs illustrating the text were taken at the new Children's Hospital at Stanford, Palo Alto, California. Appended are design guidelines for evaluating pediatic nursing units, and observations of children in six hospitals emphasizing individual children's reactions to the hospital and some of the programmatic and architectural implications of the daily occurrences. (KW)

AUTHOR INDEX

Abeson, Alan 40249, 40368.
Albers, Vernon M 32671.
Annand, Douglass R 33072.
ers, Robert E 50323.
Barden, John 30223.
Bednar, Michael J 22067.
Berenson, Bertram 40368.
Bernardo, Jose R 30318.
Betit, J W 31779.
Blacklow, Julie 40249.
Bongers, Kay H 42993.
Coleman, Thomas W, Jr 33178.
Crosse, E Robert, Ed 42378.
Cruickshank, William M 30848.
Dailey, Rebecca F 40533.
Doudlah, Anna M 42993.
Ellingson, Careth 42107.
Ellison, Herbert 31978.
Evans, Joyce Steward 41095.
Fearn, Donald 23297.
Feldman, Martin A 22027.
Fenton, Joesph 50323.
Forness, Steven R 31358.
Fox, Joshua 21396.
Gardner, William I 32726.
Garner, Ralph E and Others 41987.
Gordon, Ronnie 20829, 42169.
Gorton, Chester E 41247.
Grall, Terrand Bernard 32684.
Graves, LaVerne and Others 31275.
Gust, Tim 30424.
Gutman, Carolyn R 23066.
Gutman, Ernest M 23066.
Haring, Norris G and Others 23550.
Haviland, David S 22067.
Hoffman, Ruth B 31656.
Horrobin, Margaret 50517.
Hyman, Milton 33178.
Kokaska, Charles J 31664.
Kokaska, Sharon M 31664.
Kravetz, Richard J 31358.
Kreger, Kenneth C 33158.
Lindheim, Roslyn and Others 50710.
McGowan, John F 30424.
McGrady, Donna S 42615.
Morsink, Catherine 50239.
Nellist, Ivan 31634.
Pedrini, Bonnie C 50055.
Pedrini, D T 50055.
Pomeroy, Diana 31127.
Quay, Herbert C 30848.
Rapport, Virginia, Ed 31314.
Rogerson, Robert W K C 31247.
Rosenberg, Charlot 30102.
Rudkin, S W 31129.
Rynders, John E 50517.
Salmon, Christine F 40795.
Salmon, F Cuthbert 40795.
Sletved, Henning 50402.
Smaltz, Janet M 22018.
Spence, Philip H 31247.
Taylor, Frank D and Others 42143.
Taylor, T K and Others 30432.
Thorburn, Marigold J, Ed 50057.
Utzinger, Robert C 42699.
Viscardi, Henry, Jr 41407.
Waligura, Randolph L and Others 40894.
Watson, Roberta 30003.
Wheeler, Virginia Hart 32813.
Wickersham, Julia M and Others 31262.
Wiedel, Joseph W 31211.
Wilshere, E Rosamond, Comp 31776.
Yuker, Harold E 22027, 22435.

SUBJECT INDEX

Abstracts 42700.
Academic Achievement 41247.
Academic Education 22188.
Acoustics 32671.
Adjustment (to Environment) 30318.
Adjustment Problems 50057.
Administration 22435, 23436, 50402.
Administrative Organization 32042, 50402.
Administrative Policy 30611, 32042.
Administrator Guides 22219.
Administrator Responsibility 22018.
Admission Criteria 22018.
Adolescents 32726, 50179.
Adults 30432, 32726, 32813, 33178.
Agency Role 20170.
Alaska 31779.
Amputees 30102.
Ancillary Services 42888.
Annotated Bibliographies 42700.
Architectural Barriers 23066, 23297, 30424, 31277.
Architectural Programing 20939, 21288, 21964, 23436, 23550, 30318, 30848, 31127, 31215, 31262-31264, 31275-31276, 31776, 31779, 32042, 40249, 40795, 41013, 42169, 50710.
Architecture 20170, 21335, 30318, 31247, 31776, 31978, 40368, 40795, 42699, 50179.
Attention Span 41247.
Audio Equipment 32671.
Audiovisual Aids 22434.
Auditoriums 22434.
Aural Stimuli 32671.
Aurally Handicapped 21964, 50050, 50179.
Bedroom Environment 31127.
Behavior Change 31358, 32726, 33158, 50055.
Behavior Problems 33158.
Blind 31277.
Building Conversion 22110.
Building Design 20939, 21288, 22031, 22073, 22084, 23066, 23297, 23436, 23550, 30318, 30424, 30848, 31127, 31215, 31247, 31264, 31634, 31978, 33178, 40249, 40894, 41013, 42699, 50050, 50710.
Campus Planning 22073, 23066, 30424.
Canada 32529, 42107.
Caribbean 50057.
Cerebral Palsy 20170, 20480, 21396, 30223.
Chester County Pennsylvania 21964.
Child Care Centers 40894, 42378, 42664, 42699-42700.
Child Development 42700.
Childhood 42699-42700.
Classroom Arrangement 22110, 30848, 31263, 31314, 31634, 31664, 41013, 41095, 42143, 50055.
Classroom Design 20829, 21944, 22110.
Classroom Environment 31314, 31634, 40249, 40894, 41247.
Classroom Furniture 20829, 30223, 31262.
Climate Control 20939.
Climatic Factors 31129.
Clinical Diagnosis 42107.
Clinics 31930, 42107.
Clues 31129.
College Buildings 30424.
Committees 20170.
Communication (Thought Transfer) 21396.
Community 21964.
Community Attitudes 41407.
Community Education 22219.
Community Programs 32529.
Community Rooms 20939.
Community Services 50057.
Commuting Students 22435.
Conference Reports 32529.
Construction Needs 21288.
Construction Process 30102.
Construction Programs 22031, 30611.
Cooperative Programs 20170.
Corridors 20939.
County School Systems 21964.
Crafts Rooms 22434.
Criteria 21288.
Curriculum Design 31276.
Curriculum Development 22027, 42664.
Custodial Mentally Handicapped 23436.
Daily Living Skills 32813.
DeSoto County Florida 22188.
Demography 50323.
Demonstration Programs 20170.
Denmark 50402.
Desensitization 31358.
Design Needs 20829, 20939, 21288, 21335, 21962, 22084, 22110, 23297, 23436, 23550, 31211, 31634, 31656, 32684, 32813, 40249, 40368, 40795, 42169, 42699, 50710.
Dining Facilities 22434.
Directories 31930, 32217, 33072, 42107, 42378.
Disadvantaged Youth 40894, 42664, 42699, 42700.
Discriminatory Attitudes (Social) 41407.
Doors 20939.
Driver Education 22435.

Drug Addiction 22031.
Early Childhood Education 42378, 42664, 42699.
Educable Mentally Handicapped 22188, 23436, 31276.
Educational Equipment 21396, 21964, 22018, 22027, 22434-22435, 30003, 31262-31263.
Educational Facilities 20829, 21335, 21964, 22434, 23550, 30848, 31262-31264, 31275-31276, 31930, 33196, 40249, 40368, 40533, 41013, 41407, 42107, 42378, 42615, 42664, 42699, 50050, 50179, 50239, 50402.
Educational Needs 22027, 42615, 50050, 50402.
Educational Philosophy 31276, 42378, 50055.
Educational Planning 40249.
Educational Programs 22027, 22219, 31930, 42143, 42378, 42700, 50402, 50517.
Educational Specifications 21335, 21944, 22073, 22188, 31264, 31276.
Educational Technology 31314, 40533.
Educationally Disadvantaged 22110.
Elementary Education 31664, 42615.
Elementary School Students 40533, 50239.
Emotionally Disturbed 21964, 22031, 31259, 31358, 31634, 32726, 50055.
Employment 50057.
Engineered Classroom 31358.
Environmental Criteria 21962, 22084.
Environmental Inflaences 22067, 23436, 31127, 31129, 31247, 31358, 31776, 33158, 40368, 40795, 40894, 41247, 50057.
Environmental Research 31247, 40249, 40894.
Equipment 21335, 22188, 31656, 31776, 42169, 42615.
Equipment Evaluation 31247.
Equipment Storage 20939.
Equipment Utilization 31275, 31776, 32813.
Evaluation 32726, 33072.
Exceptional Child Education 20829, 21288, 21335, 21396, 21944, 21962, 21964, 22018, 22067, 22073, 22110, 22188, 22219, 22434-22435, 23550, 30102, 30848, 31262-31263, 31930, 31978, 32042, 32726 40533, 40795, 41013, 41095, 41407, 42143, 42664, 42700, 50050, 50055, 50179, 50239, 50402.
Exceptional Child Research 22027, 31358, 31664, 40249, 40368, 41247, 42993, 50517.
Exceptional Child Services 20170, 20480, 20939, 22031, 22110, 23436, 30003, 30223, 30424, 31215, 31247, 31259, 31264, 31275-31276, 31779, 32217, 33072, 33196, 40894, 42107, 42699, 42888, 50057, 50464, 50710.
Facilities 30432, 30611, 31259, 31779, 32217, 32529, 33072, 33196, 40894, 42107, 42700, 42888, 50323.
Facility Case Studies 22067, 22073.
Facility Expansion 22073.
Facility Guidelines 21288, 22073, 23297.
Facility Improvement 22031, 30424.
Facility Requirements 20829, 21335, 22188, 22434.
Family Life Education 31262.
Family Role 50057.
Federal Aid 20939, 32217, 42888.
Federal Government 42888.
Federal Legislation 32217, 42888.
Financial Policy 42378.
Financial Support 22219, 22435, 31259, 40368, 50323.
Florida 31262-31263, 31275.
Followup Studies 20170.
Food Handling Facilities 20939.
Foreign Countries 50402.
Foster Family 32529.
Frank Porter Graham Center 42664.
Furniture 22434.
Furniture Design 20829, 30223, 31656.
Gifted 40533.
Government Role 40368, 42888.
Great Britain 31978.
Grouping (Instructional Purposes) 42143.
Guidelines 31277, 32042, 40368, 50050, 50464.
Gymnasiums 22434.
Handicapped 31247, 33072, 33178, 41987.
Handicapped Children 21964, 30003, 30102, 31127, 31263, 32042, 33072, 40249, 40368, 40533, 41095, 42107, 42143, 42169, 42700, 50402, 50464.
Hawaii 33196.
Head Start 42378.
Health Facilities 22031.
Home Economics 22188, 32813.
Home Instruction 22018.
Home Furnishings 23066, 31776.
Homebound 22018.
Homemaking Skills 31776.
Horticulture 22188.
Hospitalized Children 22018, 50710.
Hospitals 50710.
Housing 33178.
Housing Needs 33178.
Human Engineering 22073.
Hygiene 22188.
Identification 50057.
Illinois 31259.
Incidence 20939, 31779.
Independent Study 31314.
Individual Needs 21335, 21396.
Individualized Instruction 22018, 31314, 31664.
Infancy 42664, 42699, 50517.
Information Dissemination 40368.
Information Sources 21396.
Institutional Environment 31634, 33158.
Institutional Facilities 23436.
Institutionalized (Persons) 30432, 31127, 31259, 42993.
Institutions 42107, 50323.
Instructional Materials 20829, 21396, 30102.
Instructional Materials Centers 42615.
Instructional Media 40533.
Instructional Staff 42378.
Interior Design 23066.
Interior Space 22067.
Intermediate Grades 31262.
Itinerant Teachers 50517.
Kindergarten 42378.
Laboratory Schools 42378.
Landscaping 20939.
Language Instruction 50517.
Learning Centers 31314.
Learning Disabilities 20170, 21964, 22067, 22110, 31930, 42107.
Learning Experience 31314.
Learning Laboratories 31314, 31664, 42143.
Legal Problems 41407.
Legislation 20170, 33178.
Leisure Time 22188.
Library Facilities 22434.
Lighting 20939, 42993.
Literature Reviews 33178.
Low Rent Housing 20939.
Manpower Needs 42615.
Map Skills 31211.
Mass Media 40533.
Masters Theses 32684.
Material Development 30102, 31211.
Mechanical Equipment 22435.
Mental Illness 22031.
Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, 32217.
Mentally Handicapped 21944, 21964, 22031, 22188, 23436, 23550, 30432, 30611, 31259, 31262, 31264, 31275-31276, 31634, 31664, 31779, 32217, 32529, 32726, 33158, 33196, 40894, 41013, 41247, 41987, 42888, 42993, 50055, 50057, 50517.
Michigan 33178.
Milieu Therapy 33158.
Minimally Brain Injured 41247.
Missouri University 30424.
Mobile Classrooms 50239, 50517.
Mobility 21335.
Mobility Aids 22434-22435, 30102, 31176, 32684.
Mongolism 50517.
Montessori Method 42378.
Motor Development 21962.
Motor Vehicles 22435.
Multiply Handicapped 21335, 42993.
National Programs 42888, 50464.
National Surveys 40249.
New Jersey 30611.
New York 22031.
North Dakota 22018.
Offices (Facilities) 20829.
Ohio 22219.
Older Adults 20939.
Operant Conditioning 50055.
Organization 22219.
Parent Education 22219.
Parent Teacher Cooperation 22018.
Parking Areas 20939, 22084.
Pennsylvania 40533.
Perception 21335.
Perceptual Motor Coordination 21962.
Perceptual Motor Learning 42993.
Perceptually Handicapped 22067.
Performance Factors 41247.
Personnel 21964, 31259.
Personnel Selection 22027.
Physical Design Needs 20829, 21288, 21944.
Physical Education Facilities 22110.
Physical Environment 21944, 22067, 23066, 30848, 31127, 40368, 40795.
Physical Facilities 20829, 21944, 21962, 22219.
Physically Handicapped 20170, 20480, 20829, 20939, 21288, 21962, 21964, 22027, 22084, 22219, 22434-22435, 23066, 23297, 30102, 30223, 30424, 31215, 31277, 31656, 31776, 31978, 32684, 32813, 41407, 50323, 50710.
Physics 32671.
Playgrounds 21962, 41013, 42169, 42699.
Preschool Children 20829, 21962, 40894, 42378, 42664.
Prevention 20170.
Primary Grades 31262.
Private Schools 31930.
Professional Education 20170.
Professional Personnel 31259.
Program Administration 22219.
Program Costs 20170, 22435.

Program Descriptions 22188, 31262, 33158, 42664, 50517.
Program Design 31275.
Program Development 31779.
Program Evaluation 21964, 22027, 50402.
Program Planning 20170, 21964, 22219, 23436, 33196.
Program Proposals 21944, 31264.
Programed Materials 50055.
Prostheses 30102.
Psychological Evaluation 20480.
Psychological Tests 20480.
Psychologists 20480.
Psychomotor Skills 22067.
Public Facilities 23297, 33072, 33178.
Public Housing 33178.
Public Relations 20170.
Reading Clinics 31930.
Reading Difficulty 50239.
Recreation 50464.
Recreational Facilities 21962, 50464.
Regional Programs 22219, 5050.
Rehabilitation Centers 22031, 31247, 40795, 41987.
Rehabilitation Programs 32726.
Remedial Programs 42107.
Research and Development Centers 32217.
Research Methodology 30848, 40368.
Research Needs 20170, 30848.
Research Projects 31211.
Research Reviews (Publications) 22027, 40249.
Residential Care 31127, 32529, 50323.
Residential Programs 23436, 30432, 31259, 33178.
Residential Schools 50179.
Rural Areas 20170.
Safety Equipment 20939.
Sanitary Facilities 20939, 22084.
School Buildings 21288, 30848, 40249, 40368, 41013, 42699.
School Construction 21944.
School Design 21944, 21964, 22027, 23066.
School Planning 21288.
School Role 50179.
Science Facilities 22434.
Secondary Education 22188.
Secondary School Students 31276.
Secondary Schools 50179.
Self Care Skills 30102.
Sensory Aids 30102, 31776.
Services 30613.
Sheltered Workshops 31247, 32726, 41987.
Site Selection 20939.
Social Environment 21335.
Social Services 50402.
Space Orientation 21335.
Space Utilization 20829, 21944, 23436, 31314, 40795.
Special Classes 31358, 50239.
Special Health Problems 20829.
Special Schools 41407.
Speech Therapy 22188.
Standardized Tests 20480.
State Aid 22110, 31779.
State Legislation 32042.
State Programs 22018, 30611, 31259, 31779, 33196.
State Schools 22031.
State Standards 22110, 32042.
State Surveys 30611, 31779, 33196, 50323.
Statistical Data 31259, 50323.
Stimulus Behavior 31358.
Student Attitudes 21335.
Student Evaluation 22219.
Student Personnel Services 30424.
Student Placement 21964, 22219.
Student Reaction 31978.
Student Teacher Relationship 31314.
Student Transportation 21964, 22435.
Study Facilities 22434.
Surveys 30432, 33178, 50323.
Tactile Adaptation 31211.
Taxonomy 23436.
Teacher Attitudes 31978, 40368.
Teacher Education 50057.
Teacher Responsibility 22018.
Teacher Role 41095.
Teaching Methods 31314, 31978, 42993.
Telephone Communication Systems 20939.
Telephone Communications Industry 30003.
Telephone Pioneers of America 30003.
Test Interpretation 20480.
Testing 20480.
Testing Problems 20480.
Tests 20480.
Therapeutic Environment 21335.
Toilet Facilities 23297.
Trainable Mentally Handicapped 23436, 31262, 31264, 31275, 41013.
Transportation 20170, 22027, 22219, 22435, 31277.
Travel Barriers 31277.
Travel Training 31129.
Typewriting 21396.
Underachievers 31930.
United States Housing Act of 1937 20939.
Universities 32217.
Visual Perception 42993.
Visually Handicapped 21335, 21964, 22073, 30318, 31129, 31211, 40795, 42993.
Visually Handicapped Mobility 31129, 31277.
Visually Handicapped Orientation 31129, 31211.
Vocational Schools 41987.
Voluntary Agencies 30003.
Washington 32042.
Wheel Chairs 22434, 23066, 32813, T

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

For EDRS Use

CUSTOMER NO. _____
ORDER NO. _____
TYPE _____ CAT. _____
INVOICES _____
ON FILE _____

ON-DEMAND ORDER BLANK

BILL TO: _____

_____

_____

_____ *(Zip)*

SHIP TO: _____

_____

_____

_____ *(Zip)*

PURCHASE ORDER NO. _____

ERIC REPORTS TO BE ORDERED

Item	ERIC Report (6 Digit ED No.)	Number of Copies M/F	Number of Copies PC	Unit Price	Total Price
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
☐ PREPAID _____				*SUB-TOTAL*	
☐ TAX EXEMPTION NO. _____				*SALES TAX*	
☐ DEPOSIT ACCT. NUMBER _____				*POSTAGE*	
☐ CHECK NUMBER _____				*TOTAL*	

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

IMPORTANT INSTRUCTIONS

- Order ERIC Reports only by 6 digit ED No. shown in Research in Education (RIE) or other indices
- Indicate if you want microfiche film (M/F) or paper copies (PC)
- Enter unit prices from the Price List below. All other prices are out of date
- Enclose check or money order payable to EDRS for orders totalling less than $10.00

PRICE LIST

MICROFICHE (M/F)	PAPER COPIES (PC)	
Each ERIC Report – $0.65	Number of Pages per ERIC Report:	Price
Microfiche Film (M/F) is a 4" x 6" sheet of microfilm on which up to 70 pages of text are reproduced.	1 – 100	$3.29
	101 – 200	6.58
	201 – 300	9.87
	Each additional 100 pages or portion thereof –	$3.29

NOTE:

1. Fourth Class Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.
3. Paper copies (PC), shown as hard copy (HC) in past RIE issues, will be stapled with heavy paper covers.

SIGNATURE _____ DATE _____

TITLE OR DEPT. _____

MAKE ALL DRAFTS PAYABLE TO EDRS

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

7/72

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations;provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO.s control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Be[illegible]esda, Md. 20014

For EDRS Use
CUSTOMER NO. _____
ORDER NO. _____
TYPE _____ CAT. _____
INVOICES _____
ON FILE _____

ON-DEMAND ORDER BLANK

BILL TO: _____

_____

_____

_____ *(Zip)*

SHIP TO: _____

_____

_____

_____ *(Zip)*

PURCHASE ORDER NO. _____

ERIC REPORTS TO BE ORDERED

Item	ERIC Report (6 Digit ED No.)	Number of Copies M/F	Number of Copies PC	Unit Price	Total Price
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
				SUB-TOTAL	
☐ PREPAID _____				*SALES TAX*	
☐ TAX EXEMPTION NO. _____				*POSTAGE*	
☐ DEPOSIT ACCT. NUMBER _____				*TOTAL*	
☐ CHECK NUMBER _____					

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

IMPORTANT INSTRUCTIONS

- Order ERIC Reports only by 6 digit ED No. shown in Research in Education (RIE) or other indices
- Indicate if you want microfiche film (M/F) or paper copies (PC)
- Enter unit prices from the Price List below. All other prices are out of date
- Enclose check or money order payable to EDRS for orders totalling less than $10.00

PRICE LIST

MICROFICHE (M/F)	PAPER COPIES (PC)	
Each ERIC Report – $0.65	Number of Pages per ERIC Report:	Price
Microfiche Film (M/F) is a 4" x 6" sheet of microfilm on which up to 70 pages of text are reproduced.	1 – 100	$3.29
	101 – 200	6.58
	201 – 300	9.87
	Each additional 100 pages or portion thereof –	$3.29

NOTE:

1. Fourth Class Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.
3. Paper copies (PC), shown as hard copy (HC) in past RIE issues, will be stapled with heavy paper covers.

SIGNATURE _____ DATE _____

TITLE OR DEPT. _____

MAKE ALL DRAFTS PAYABLE TO EDRS

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

7/72

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations;provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO.s control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.